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“Female Delinquency in Secondary Schools”

***Trauma and depression precipitating female delinquency and
the role of ethnic identity in Cyprus***

***A project submitted to Middlesex University in partial fulfillment of the
requirements for the degree of Doctor of Professional Studies.***

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The role of Ethnic identity in Cyprus

Abstract

Adolescent school violence is a serious health problem that adversely affects the learning process. Prevention of juvenile delinquency and antisocial behavior has become a major field of research and policy making worldwide.

The present study has been undertaken in an attempt to study the phenomenon of female juvenile delinquency in the schools in Cyprus since there is a lack of research on this challenging issue and its diverse parameters.

The aim of this study has been to examine the extent of the phenomenon of female juvenile delinquency in secondary schools in Cyprus and the role of gender in delinquency. Further, emotional factors precipitating delinquent behavior, specifically the role of depression and traumatic experiences have been examined. The role of ethnicity in a rapidly changing, multicultural society has also been taken into consideration.

This project has utilized the ISRD-2 findings (European Project in the context of Daphne, the International Self Reported Delinquency Study – 2), to examine the extent of the phenomenon of female delinquency in secondary schools in Cyprus. Qualitative as well as quantitative data analysis has also been employed to study the different parameters of juvenile delinquency and provide suggestions for effective psycho-educational interventions within the secondary school system. The Beck Youth Inventory (BYI) and Trauma Symptom Checklist for Children (TSCC-A) have been administered to female students to evaluate depressive symptomatology and prior exposure to trauma. Finally, the study includes focus groups and participant observation of a representative sample of female students in their natural school setting.

By offering recommendations and suggestions for the development and implementation of an effective psych-educational preventive intervention, the project hopes to provide a basis for improvement and change in secondary school settings in Cyprus.

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CHAPTER 1

INTRODUCTION

School violence and Juvenile delinquency is a major public health issue that concerns professionals in various disciplines. Exposure to violence will often result in varying symptoms of anxiety and will influence negatively the learning process. The role of schools in the generation and development of delinquent behavior is of primary importance since they have the potential to influence delinquency and act as a control agent for children and adolescent's behavior. School environments can provide adequate support and be structured in a way that facilitates learning and minimizes opportunities for antisocial behavior inside or even outside of schools.

To conceptualize the origins of delinquency adequately, antisocial behavior that is outside the realm of the law and illegal acts that do not always result in prosecution (due to age of criminal responsibility or other reasons) should also be considered as delinquent behaviors. Delinquent behavior is defined as behavior committed by a minor (under the age of 18), that violates the penal code of the governing jurisdiction in which the act is committed (Bartollas, 2000). "Delinquency" in this thesis is generally defined according to Gottfredson and Hirschi's (1990) definition: behavior that involves the use of fraud, acts of defiance and disobedience, and acts that deliberately cause harm to self and others. Broadly defined, delinquency is a problem behavior displayed by a minor (such as bullying, cheating, fighting, lying, assaulting, using drugs, having sex, robbing others, destroying school property, raping and murdering). Verbal violence, physical abuse and bullying are aggressive behaviors that are most often displayed in secondary schools in Cyprus (Ministry of Education and Culture, Educational Psychological Services, 2005).

The extent to which individuals exhibit this broad range of behaviors varies greatly. Most individuals might exhibit antisocial and delinquent behavior during their life circle to some extent or degree. Distinguishing between delinquent and non-delinquent students can be a very difficult task. Thus, any study that deals with the phenomenon of delinquency needs

to take into account the severity as well as the frequency of delinquent activities in respect to the broader range of antisocial features. Numerous studies have indicated that individuals who exhibit frequent delinquent behavior tend to differ from other members of the general population in a number of ways (Farrington, 1995, 2000). This consideration is extremely important when addressing issues of intervention and prevention. Studies that aim to develop interventions and preventive programs within the school environment need to consider the extent, frequency, broader range of antisocial activities, the individual characteristics of delinquent individuals as well as the social context in which the individual is operating.

Aims and Objectives

The purpose of this study is to: (a) examine the prevalence of delinquency and in particular female delinquency in secondary schools in Cyprus using a contextual framework; (b) to investigate using a constructivist paradigm, whether female antisocial behavior is related to emotional difficulties (depression and traumatic experiences); and (c) to examine the relation of female delinquency to student ethnic background, with Cyprus becoming progressively a multicultural society.

In Cyprus, media coverage and the press maintain that delinquency in general and school violence in particular is increasing dramatically, and the school system is facing the challenge of dealing with the problem and providing adequate mechanisms for prevention and early interventions. It is not, however, possible to ascertain whether the increase is real or it is due to increased reportability and changes in recording practices by the police and school authorities. Little research has been carried out into delinquency in general (Kapardis 1985, 1986; Hadjivasilis 2003, 1988) and female offenders in particular (Nicolaidis, 2003).

With the exception of one Cyprus-wide survey in the context of the 2nd International Self-Reported Delinquency (ISRD-2), there have not yet been any epidemiological studies regarding school violence.

Little research has been conducted in Cyprus that identifies the motivating and contextual variables that influence antisocial, delinquent behavior. (Hadjivassilis, 2003, Kapardis, 1985, Nicolaides, 2003). Some recent studies in Cyprus regarding Bullying (Georgiou, 2008, 2009, Georgiou & Stavriniades, 2008, Kokkinos & Panayiotou, 2004, Kyriakides, Kalogirou & Lindsay, 2006) also support the role of context (school and family) in the development of violent behavior.

These studies refer mainly to male adolescent delinquent behavior and are not gendered specific. There is a significant lack of research in Cyprus conducted in the school system, and thus, a consequent lack of adequate research-based intervention programs (preventive or therapeutic in nature) within the schools.

The present study explored how individual, family and peer behavior high risk and protective factors are related to female delinquent behavior in secondary schools. The relationship between high risk factors and past traumatic experiences, depressive symptoms and depression to delinquent behavior in schools is also examined. In addition, ethnic background and its relation to delinquent acts and behaviors in secondary schools in Cyprus are studied. A part of the International Study on Self-delinquency (ISRD 2) survey data was utilized to test the hypotheses proposed and explore the extent of the problem of delinquency in general, as well as female delinquent behavior in particular, in secondary schools in Cyprus. The survey was conducted in all major cities of the free areas of the Republic of Cyprus (Nicosia, Larnaca, Limassol, Famagusta, and Paphos). Drawing on similar studies internationally, a self-reported delinquency questionnaire (by the ISRD study, 2003) was used in a school survey to provide information regarding the extent and nature of the problem. Demographic and ethnic identity data was also collected. The second phase of this study was carried out in a secondary school in Cyprus. A case study method was adopted. Questionnaire, inventories, checklists, and focus groups were used to obtain information and examine the different parameters of the complex phenomenon of school delinquency. Beck Youth Inventories (Beck, Beck &

Jolly, 2005), were used to assess depression and depressive symptoms. The Trauma Symptom Checklist for Children (TSCC-A), (Briere, 1996), was used to measure exposure to trauma among the same school population. Focus groups were also conducted with at risk girls to explore further the phenomenon in question. Participant observation was developed in the school to obtain more information.

A third phase of the study included an intervention program within schools. The program targeted at risk population and was developed in the same secondary school in Nicosia (case study). Parents and students were involved in this intervention. The aim of the intervention was to prevent delinquency and antisocial behavior in the school by providing basic theoretical information to parents and students about problematic behavior and by providing guidance and support through the promotion of healthy activities and good practice. This intervention was evaluated and recommendations were addressed to stakeholders for future program planning and development in schools.

Problem Statement

Identification of those female adolescents at risk of engaging in antisocial, delinquent behavior in secondary schools is a research need for health care practitioners and allied health professionals (educators, school personnel, school psychologists, Ministry of Education and Culture etc). Identifying the different parameters of juvenile delinquency and the contextual framework will enable professionals to develop and implement effective interventions and therapeutic programs to deal with the phenomenon of delinquency and its negative implications on the learning process. These programs might involve schools, families, peers or the community in general.

The individual characteristics of depression, anxiety, prior traumatic experiences, and ethnic background are considered as factors that are closely related to antisocial and delinquent behavior in adolescents. Depression, anxiety and traumatic experiences are associated with violence as predictors or as consequences. Cultural expectations and

coping styles are related to antisocial adolescent behavior thus ethnic background is perceived as another factor related to delinquency.

The specific aim of this research with female secondary school students is to propose a predictive model of antisocial behavior that includes the individual characteristics of the adolescent (depression, traumatic experiences, and ethnic background), the social context and life events.

The findings of the study can thus be utilized by those in the decision-making process to develop appropriate preventive programs and interventions within the school system and target at risk population.

Definitions

The question of terminology, especially in a socially complicated phenomenon like delinquency, is always a difficult one. “Antisocial behavior” is a very broadly defined term. ‘*Delinquency*’ is defined in this study as antisocial-problem behavior displayed by a person under the age of 18 (Gottfredson & Hirschi 1990). Behavior involving the use of force or fraud, acts of defiance, disobedience, and acts that deliberately cause harm to self or others. Violence is one type of delinquent behavior. It is defined as behavior that intentionally threatens attempts or actually inflicts physical harm (Reiss & Roth, 1993).

‘*Delinquency*’ is viewed as a more profound pattern of behavior that results in lifelong problems with the law. The use of the term delinquency implies conviction (or the possibility of conviction) and it is well known that most of the antisocial acts committed in school settings do not result in conviction. Students are minors and even if the police might get involved sometimes, minors cannot be prosecuted.

To understand the origins of delinquency, it is important to include in the definition those antisocial behaviors and acts that do not result in prosecution as well as those that do result in prosecution. Antisocial behavior in schools includes such behaviors as fighting, cursing at a teacher, cheating, stealing, being late for class, bullying, drinking alcohol, engaging in sexual acts, selling and using drugs, assaulting and robbing, destroying school property,

raping and murdering. Students engage in impulsive behaviors, lack self-control and seek to relieve sources of irritation.

'Depression' for the purposes of this study is defined as an intense state of sadness or despair disruptive to social functioning and daily living based on the definition of Diagnostic and Statistical Manual (DSM -IV).

Depression interferes with the individual's ability to cope, function and adapt to life changes. In this study, depression (an internalizing construct) is measured by the Beck Youth Inventory (BDI-Y).

'Trauma' in this study is defined as an overwhelming experience outside the usual range – Physical, emotional, sexual abuse, loss of a loved one, life threatening experiences (DSM - IV). It is measured by the Trauma Symptom Checklist for children (Briere, 1996).

'Adolescent'; for the purpose of this study, an adolescent is a female secondary school student (1 to 3 grade of Gymnasium). In this study, subjects were between the ages of 13 to 15. Education in Cyprus is compulsory up until the age of fifteen and thus many delinquent adolescent tend to leave school after that age. Adolescence is defined as the period of significant emotional, cognitive and physical development that takes place between the ages 11 to 18 (Achenbach, 1991: Erickson, 1959).

'Individual Characteristics'; According to Lerner, individual characteristics are those traits, emotions and cognitions that are considered continuous to the individual (Lerner, 1996). These characteristics may be a function of personality (e.g. depression) or biological development (e.g. age). In this study, individual characteristics are considered to be, age and gender, ethnic background, traumatic experiences in the past and depression.

'Social context'; It is defined (Lerner, 1996) as the general environment of an adolescent (family, peers, school setting). The environment in which an individual interacts is studied in relation to the individual's characteristics. The social context is extremely important in the development of the phenomenon of delinquency and must be thoroughly understood in relation to the individual factors and personal experiences of the delinquent adolescent.

'Ethnic Background'; Individual's origins and ethnicity is perceived as a variable as long as it defines different cultural expectations and normative behavior. It is becoming accepted that ethnicity is not considered a unitary variable rather it is studied in an attempt to acknowledge the diversity of experiences between different groups.

'School Factors'; School factors that might relate to the issue of delinquency are also examined. These include academic performance, attachment and commitment to school and peer association.

'Aggression'; The term refers to behaviors that are intended to hurt or harm others. Relational aggression relates to repertoire of passive and indirect behaviors (rolling eyes, spreading rumors, ignoring) used with the intention to hurt or harm others (Crick and Grotpeter, 1995).

Research Questions

The research questions of this study relate to female adolescent delinquent behavior in secondary schools. The main questions are:

1. Is there a high degree of difference in the extent, degree and severity of delinquency among male and female students in secondary schools in Cyprus?
2. Is there a positive direct relationship between individual characteristics (depression, trauma, sex, age, and ethnicity) as measured by Trauma Symptom Checklist and Beck Youth Inventory and violent- antisocial behavior displayed by females in the schools as measured by self-reported questionnaire and naturalistic observation techniques?
3. Are there mediation effects of social context (family, school, peers) on individual characteristics and violent behaviors in the schools?
4. Are there differences in the nature of violent behaviors between male and female secondary school students?
5. Are there differences in the nature and number of violent behaviors displayed by students in multicultural classes and students in ethnically homogeneous classes?

6. Is there a positive effect and a significant decrease in delinquency rates after the implementation of the Communities that Care intervention program in a secondary school for male as well as female delinquent students?

7. Structure of the Study

1. Literature Review

An extensive literature review regarding delinquency and the role of the schooling process is developed. More specifically, the role of gender, individual characteristics, social context and structure in delinquency is discussed using various academic and other related sources. A critical search and analysis of existing literature related to delinquency is fundamental to the study. The literature review includes academically and library based materials of the existing area of research, computer based materials of previously collected data sets, historically oriented articles and books, use of the internet, census statistics and reports, annual reports and government papers.

All sources are presented, discussed and critically analyzed using a constructivist paradigm and in conjunction to other research techniques (questionnaires, interviews, participant observation).

2. Methodology

An action research approach is employed in an attempt to change and monitor the results of the study. The study is qualitative and participative. Action research facilitates the development of practice through critical examination of the relationship of theory and practice (praxis).

A survey approach (use of interviews, questionnaires) is used in an attempt to gather data from a wide range of representative respondents. The case study approach is also being employed for the development and implementation of a preventive, psycho-educational intervention program (a selection of a particular secondary school).

3. Project Activity

The ISRD-2 study is used as a primary source to provide information about the extent of the problem of delinquency in secondary schools in Cyprus.

A representative sample of students from secondary schools all over Cyprus was included in the second phase of the study. A self-report questionnaire, checklists, inventories, focus groups and participant observation were employed with the same school population. An intervention program was developed in a secondary school (case study) and its results were evaluated.

4. Project Findings

Raw data was recorded, analyzed and interpreted. Qualitative as well as quantitative data was obtained. Qualitative data was categorized according to similar patterns of items analyzed and interpreted. Raw data was analyzed using the SPSS program

5. Conclusions and Recommendations

Finally, conclusions, implications for further research and recommendations to stakeholders are included in the study. A holistic approach is used to explain the findings of the study and summarize the whole project. Recommendations for future practice, ethical implications and intervention strategies are made pertaining to stakeholders including those in the decision making process.

CHAPTER 2

LITERATURE REVIEW

This chapter deals with antisocial, delinquent behavior in school, individual characteristics, social context and related literature. A literature review on gender is undertaken and the gaps in the literature especially regarding Cyprus are identified. The present study hopes to address such gaps.

Traditional theories of juvenile delinquency have been criticized for the fact that they have been male oriented and thus fail to explain the delinquent behavior of females (Chesney – Lind & Shelden, 1998; Smith & Paternoster 1987, Blaxter et.al, 2001). Early theories on delinquency and crime either failed to include females or theorized about them in a stereotypical way (Burman, Batchelor & Brown 2001). Therefore, it is often argued that existing theories on delinquency do not reflect the reality of female antisocial behavior and its different parameters (Daly & Chesney – Lind, 1988). On the other side, some scholars claimed that findings concerning male behavior could adequately account for female antisocial behavior, making the development of separate theories based on gender useless (Smith & Paternoster, 1987).

However, gender differences in antisocial behavior are a common finding in social science research. Evidence of a strong link between gender and delinquency has been identified since the early days of empirical social research (Hirschi 1969; Cohen 1955; Crick, Daly and Chesney- Lind, 1988). Girls usually exhibit less delinquency, less drug use and abuse and less violent behavior in schools or in the community than boys do.

Over the years, self-report studies, as well as official statistics, indicate substantially higher rates of crimes and antisocial behavior in males (Graham& Bowling, 1995, Junger – Tas et. al. 2003; Wilson & Herrnstein, 1985;Hadjar et al., 2007). This finding appears to be stable across cultures (Junger-Tas et al. 2003).

However, in seeking to understand gender differences in antisocial behavior, we need to recognize that the sex ratio is far from fixed. Female involvement in delinquency and

school violence, though still less than their male counterparts, appears to have increased significantly and qualitatively during the last few decades. Over the last 50 years, crime has risen substantially in developed nations and this includes a rise in the juvenile crime. Crime committed by young people has become more violent and more likely to be committed by young women. Even though women's contribution to violent crime has been and continues to make up a small percentage, rates of delinquency in the U.S.A as well as in European Countries for males and females have been declining since 1997 (Snyder, 2003), with more girls involved in violent acts and crime. This has led researchers to pay closer attention to the issue of female delinquency and crime. In recent years, criminological researchers in Cyprus have turned their attention to female delinquency (Nicolaidis, 2003) documenting the increasing involvement of female juveniles and adults in offending and in violent behavior.

Initially, biological differences between males and females were assumed responsible for the crime rate differential. Socialization differences, stereotypes and social expectations were also assumed to produce aggressive and violent males in contrast to passive and conventional females (Artz, 1998). The women's movement and the emphasis on women's rights was blamed as well, since it was thought to encourage young women and girls to adopt certain "male characteristics" such as stealing and fighting and promote violent acts and behaviors (Adler, 1975).

Current research on adolescent violence and delinquency considers how different characteristics interact to produce female violent behavior. Different factors, like social class, race, ethnicity and culture interact to cause young women to behave in a violent way (Chesney-Lind & Shelden, 1998).

Historically, the majority of psychiatric theories focused on the child (on the individual) and excluded the role that context has played in child development (Blos, 1979; Erickson, 1959). In contrast, social theorists have viewed delinquency as a behavior resulting from environmental stress (Conrad & Schneider, 1992).

Clinicians (psychologists, psychiatrists) tend to describe antisocial behavior using diagnostic categories such as attention deficit – hyperactivity disorder, conduct disorder, oppositional-defiant disorder. Several psychiatric diagnoses include aspects of antisocial and violent behavior. Of course, this does not imply that all of the characteristic of a particular disorder are closely related to crime and criminal or antisocial activities. In an attempt to understand the role of gender in delinquency, we need to consider the extent to which its incidence differs between males and females. The findings with respect to oppositional /defiant disorder (ODD) indicate that it has the least direct connection with overt violence and crime. It is defined in terms of youths' disruptive behavior with symptomatology of angry or resentful behavior, blaming others, arguing with adults, being spiteful or vindictive. Most general population studies indicate about the same frequency in young boys and girls (Campbell, 1995). In older ages, it seems to be the same, very little gender difference. Thus, Costello et al. (1996) similarly found only a small gender difference for ODD in their American Great Smoky Mountains Study (with a sex ratio 1.4 to 1).

However, the findings with respect to conduct disorder are significantly different since this disorder is defined in terms of more serious behaviors such as fighting, stealing, setting fires, lying, truancy, burglary. Conduct disorder has usually been found to occur in boys at least twice as frequently as in girls. The sex ratio in the Great Smokey Mountain study was 4.1 (Costello et al., 1996), in the Chartres study it was 2.9 (Fombonne, 1994) and in the New York Study it was 2.3 (Cohen et al., 1993).

Attention deficit or hyperactivity disorder (ADHD), is defined as inability to maintain attention, restlessness, hyperactivity and impulsiveness. Most research studies concluded that it occurs in boys three to six times as often as in girls (Gaub & Carlson, 1997). In the Great Smokey Mountains study, the sex ratio for ADHD was 3.1. (Costello et al., 1996).

Antisocial personality disorder is defined in terms of a persistent disregard and

violation of the rights of others. Symptomatology includes illegal acts, impulsivity, aggressiveness and irresponsibility. It is manifested during mid-adolescence. Most of the epidemiological studies indicate that antisocial personality disorders in adult life are five to six times as frequent in males as in females, U.S Epidemiological Catchment Area (Robins et al., 1991).

These findings on clinical disorders combined with self-report data, official crime statistics and research studies universally, suggest that females and males differ slightly in their tendency to get into interpersonal conflict and develop disturbed interpersonal relationships. However, males are more likely to get involved into serious aggressive acts and violent crimes. There are differences in type of involvement and criminal career as well as in rates of participation. Male involvement is greatest in early adult life whereas female criminal careers tend to peak earlier and be shorter than males.

In view of the paucity of data regarding explanations, conclusions are not possible. Male – oriented studies, psychosocial factors (such as parenting styles and supervision), psychological vulnerability, social groups, peer group pressure, emotional bonding with family, are all aspects still under investigation.

Some studies suggest that we may be under-identifying females who are aggressive because of research instruments that have been normed on males who demonstrate overt aggressive behaviors (Henning-Stout, 1998).

Literature in psychology has also acknowledged the environmental influence of the family and the general community on the development of the adolescent (Bronfenbrenner, 1992; Lerner et al., 1996). Although theorists have supported peer influences as being the most pronounced dynamic involved in adolescent behavior choices (Blos, 1979; Erickson 1959), recent empirical studies have focused on the influence of family support as a protective factor of adolescents (Resnick et. al., 1997, Farrington 2003). For females, family problems and disturbance may result in antisocial behavior such as early pregnancy, gang membership and drug abuse (Resnick et al., 1997).

Many research studies have focused on the risk factors of depression, trauma and academic achievement to explain the phenomenon of antisocial behavior. Depression and attachment difficulties are also closely related to the issue of female delinquency. Furthermore, it seems that there is a strong relation between sexual abuse, the use of chemical substances (drug or alcohol abuse) and female delinquency. Not surprising, a substantial proportion of female delinquents report a history of sexual and /or physical abuse (Elliot & Morse, 1989). Girls experiencing sexual abuse have negative mental health; engage disproportionately in school substance use, and in risky sexual behavior and delinquency (Goodkind&Sarri, 2006). Different forms of maltreatment (harsh parenting, sexual abuse, witnessing domestic violence) in childhood influence adolescents' shame and guilt proneness and makes them vulnerable to delinquency (Stuewing & McCloskey, 2005). Several reviews of risk factors for delinquency are available (Farrington; 1995, Gottfredson, Harmon and Celestin 1996; Hawkins et al., 1992; Loeber and Dishion 1983; Mc Cord 1979), relating drug abuse and delinquency, school factors and familial factors to delinquent acts.

Delinquency in Schools

Most criminological as well as psychological perspectives on the correlates of delinquency have implicated schools and the general education system. The role of schools is an important one, as they have become the most common arena for antisocial behavior and violence (Lamberg, 1998). Secondary schools concentrate large number of adolescents, at the same place for long periods. As such, they are ideal places for delinquent behavior and antisocial activities to take place.

It is likely that some schools are more effective at controlling delinquent behavior and crime (Gottfredson and Gottfredson, 1985). However, even the less competent school in relation to delinquency, offers some levels of control and supervision within the school environment. This means that while the amount of crime or violent behavior in a school

might be reduced when expelling a student or by allowing a student to drop out of the school, crime in the general community will most probably increase significantly.

This kind of “informal” policy of expelling or allowing a delinquent student to drop out, is still operating in many secondary schools in Cyprus with the underlying assumption that antisocial behavior in the school is in this way decreasing. In reality, however, crime and delinquent behavior is actually flourishing outside of the school system, in the community, with more severe implications, economical, social or psychological. Studies suggest that dropping out does not reduce crime (Gottfredson and Gottfredson, 1992). Rather, it might increase crime, antisocial and violent behavior due to the lack of supervision and the amount of unproductive time for unemployed persons after leaving schools. The challenge is to realize the role of schools as control agents for delinquency that might occur either in or out of the school system.

Schools may act as a prevention mechanism for delinquency if they manage to socialize students to fit into the society, yet the school system may in fact cause delinquency in those students that reject that socialization process. The very refusal to fit into society is delinquency (Liazos, 1978). The mechanisms through which schools influence delinquency and the direction of this influence is a matter under discussion. Most of the studies on juvenile delinquency that address the role of schools can be divided into four major theoretical perspectives, namely: strain theory, labeling theory, social disorganization and social control theory.

Strain theorists (Cohen, 1955) claim that delinquency can be a natural reaction to a system that treats all students in the same way regardless of their different needs, abilities or disabilities. According to this perspective, the school system judges all school students based on the same “middle” class criterion” despite their different personalities, background and opportunities for development and academic achievement.

Strain theory advocates argue that school can produce strain on students that in turn might promote frustration and result in juvenile delinquency and violent behavior. Students that

demonstrate behavior other than the one expected from teachers and the general school system, experience failure, rejection and consequently rebel against school and society by getting involved in delinquent acts and behavior. Schools are therefore an important part of the social mechanism responsible for delinquency and their prevention role can be primary. Reorganizing schools to increase the ratio of success to failure experiences and exposure to accepting adults (Gold, 1978) should reduce delinquency.

Labeling theory advocates (Tannenbaum, 1938; Lemert 1951; Becker, 1963) argue that low achieving students are stigmatized and academic failure promotes antisocial behavior in the schools (Kelly 1977, Kilgore 1991). Stigma and labeling produces frustration, loss of self-confidence and might easily result in delinquent behavior.

Social disorganization theorists (Shaw and MacKay, 1969) believe that schools are only a part of a larger community disintegration process that allows delinquency to increase and flourish. According to Shaw and McKay, a high incidence of delinquency indicates a breakdown of the machinery through which the needs of different segments of the population are met through conventional institutions. According to this perspective, schools are only a part of a larger community disintegration process that allows delinquency and crime to rise.

Social control theorists (Hirschi, 1969) emphasize the importance of schools as secondary socializing agents (with the primary role assigned to the family) and their role in developing self-control. Self-control is an important mechanism of protection against delinquency.

According to these theorists, schools may prevent delinquency if they successfully socialize people to fit into society, yet at the same time, schools may cause delinquency if they fail to socialize individuals and make them feel rejected by the system. This theoretical perspective perceives family as the first and most important source of social control. The school however, needs to act as a backup system. When schools fail in their

role as secondary socializing agents, adolescents are more likely to exhibit antisocial and aggressive behavior.

These and other perspectives on the “causes” of delinquency suggest that schooling process is important in the development of delinquency and antisocial behavior. The role of school in the generation of delinquency is complex and schools have the potential to act as control agents.

It is possible that schools can, by the experiences they offer to students, either reduce or enhance the risks associated with the child’s personal characteristic and background. Several research studies have been developed to test for school effects on delinquency and crime. Longitudinal studies, experiments, large scale surveys were employed to study school effects on students.

Numerous studies have shown that truancy constitutes a substantial risk factor for delinquency (Farrington, 1995, Graham and Bowling, 1995). Accordingly, if schools influence truancy, then there are likely to be indirect effects on crime and antisocial behavior.

Similarly, low school attainment and school failure is a risk factor for delinquency; hence, there is indirect school effect on crime. Findings on school effectiveness suggest that two different mechanisms exist that operate primarily:

First, the qualities of the school as a social and pedagogical institution, operating at the classroom, departmental and whole school level. Positive features include good modeling (teacher behavior), high expectations of students, well-organized teaching, monitoring of progress, opportunities for students to take responsibilities, autonomy, opportunities for all to experience success. The Rutter (1989) findings indicate that these features were very influential with respect to students’ behavior, school attainment and attendance.

The second mechanism concerns the make-up of the pupil body. Children will form many of their friendships from peer groups in their school. The qualities of the peer group will influence to some extent the children’s behavior in a negative or a positive direction.

Moffitt (2001) showed that very early maturing girls tended to show an increase in their norm breaking behavior and an increase likelihood of dropping out of the school as a consequence of joining older peer group (effects of peer group). Early maturing girls on the other hand did not join older peer group and did not change their behavior. Rutter (1989) found that the delinquency level in schools was more affected by the composition of the pupil body than by school organization and structure. An increased number of low-achieving pupils made a high delinquency rate more likely. In addition, the composition of the pupil body is important since it influences directly the interpersonal behavior of all students. Thus, the phenomenon of bullying or victimization and aggression influences all individuals in the school.

As one important element of community, schools play a causal role in the production of crime and can thus potentially reduce it.

School level studies document school effects on rates of delinquency, victimization, truancy, suspension, dropout, satisfaction with school and cognitive skills. The magnitude of school effect is moderate. Results of correlational studies (Gottfredson and Hirschi, 1995) indicate that membership in an effective school might increase students success rates anywhere between 29 to 42 percent points above of similar students enrolled in less effective schools. Just as families can be responsible for delinquent behavior and successful or ineffective in their function, so can schools. Some schools are more effective than others are since they are more effective in their role as socializing agents. Other schools fail in their role to socialize all students and become arenas for antisocial behavior. When rejected by other peers and educators begin to dislike troublesome youths, in conjunction with academic difficulties and school failure, then, they often exhibit antisocial behavior and delinquency. The role of schools in helping adolescents develop and maintain self-control and teaching them the necessary social life skills is of primary importance (Gottfredson and Hirschi; 1990, Farrington, 2000).

Theoretical Framework of the Research Reported

Adolescence is a period of development that has been traditionally perceived as transitional, as a bridge marking the end of childhood and the beginning of adulthood. Many psychological theories have suggested that personality and developmental milestones achieved in the early years of the developing child achieved either positively or negatively in stages and finally comprise the personality and cognitive processes of the individual (Blos, 1979; Erickson, 1959). Since the 1970s, a number of theorists, (Brofenbrenner, 1979; Elder 1998; Lerner, 1995), have proposed theoretical frameworks to explain development through the reciprocal relationship of the individual and the social contextual systems within which one functions. These frameworks suggest the inclusion of an individual and his/her context as variables in any research study. This framework of developmental contextualism (Lerner et al., 1996) is a system approach that perceives behavior from a bio-psychosocial perspective. A framework adopts a holistic view of the phenomenon and tries to explain its different parameters. Social constructivism emphasizes the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding. It is closely associated with the work of Vygotsky, (1963), Bandura, (1972), Piaget (1973) and cognitive theory. Reality is constructed through human learning and it does not exist prior to its social invention. Knowledge is a human product, socially constructed and developed.

Gottfredson and Hirschi's (1990), General theory of crime, perceives low self-control as the central cause of delinquency, fixed at an early age and that other social factors play a minor causal role. This theory is sometimes called a "static" theory since it emphasizes the stability of self-control throughout the life span. Individuals lacking self-control tend to be impulsive, risk takers, thrill seekers, highly physical, do not weigh the pros and cons of a delinquent act before they commit one and never develop the trust and emotional attachment to others necessary for social controls to be effective. A theoretical framework that is proposed by the situational action theory of crime causation (Wikstrom, 2006),

provides a more holistic picture of crime causation, one that takes into consideration self-control not as an individual trait rather as a situational concept as well as the developmental context (the setting, the environment of the individual). According to this theory, an individual's ability to exercise self-control is an outcome of the interaction between his executive capabilities (individual trait) and the setting in which he functions, his or her environment.

In this study, the individual characteristics (emotions, traumatic experiences, gender, age, and ethnicity) dynamically interact with the changing environment (positive negative life-events, experiences, and family status) to predict the violent behavior of adolescent, secondary school female students.

Constructivism, feminism and critical approaches to research are employed in an attempt to create meaning through existing literature, develop an action-research project and critically examine the implications for practice (implications for all students including female students and students with disabilities)

The Case of Cyprus

Official Statistics

The public educational system in Cyprus is highly centralized with educators appointed by the Educational Service Commission an independent body appointed by the President of the Republic. The Ministry of Education and Culture is responsible for the enforcement of educational laws, prescription of syllabuses, curricula and textbooks.

In Cyprus, education is provided through pre-primary, primary, secondary general and secondary technical/vocational schools as well as special schools. Compulsory education begins at the age of 4.8 months and lasts until the age of 15 (first cycle of secondary school, third grade). Formal school education is organized into three levels: pre-primary (ages 4.8 -5.8 years) primary (ages 5.8 -12 years), gymnasium (ages 12-15 years) and lyceum (ages 15-18 years). Secondary education is open to all primary school leavers without examination and as from 1985-86 attendance for the first cycle is compulsory.

Schooling in the secondary level consists of two stages; stage one (Gymnasium) comprises the first three grades, stage 2 (Lyceum) comprises the last three grades leading towards a diploma – leaving certificate (apolitirion). There are also evening gymnasia that enable young people and adults to complete their secondary education.

The average class size for public primary education is 24.7 and for public secondary education are 25. The law specifies the number of students per class as a minimum of 24 and a maximum of 30 for all the grades of primary education. In secondary education the maximum number of students per class are also 30 (with the exception of the third grade in the Lyceum that the maximum number of students per class is 25). Initiatives are now being taken by the Ministry of Education and Culture to decrease the number of students per class in primary as well as in secondary schools. In small schools at the primary level, several classes can be grouped together. In accordance with the law of Special Education (Education and Training of Children with Special Needs Law 1999 (113(1)/1999), when there is a student with special needs in a classroom, the average number of students can be lower.

During the school year 2006-07, 344 students with special needs were enrolled in 11 special education schools all over Cyprus (Statistics of Education, 2005).

Regarding general education, during the school year 2006-2007 there were 1,258 full-time schools at all levels of education, operating in the government control areas with 172,361 students and 15,213 teachers, thus giving a student-to-teacher ratio of 11.3. During school year 2006-2007, 65,790 secondary school students were enrolled in the secondary school system with 85.7% enrolled in public schools and 14.3% in private schools (Statistics of Education, 2007). In 2006-2007, 57,492 students were enrolled in primary schools, giving a student to teacher ratio 12.9. The number of school leavers for both public and private secondary schools increased by 0.1% to 10,082 in 2005-2006 from 10,071 in 2004-2005. The flow of the 2005-2006 secondary school population throughout the system was as

follows: 19.7% graduated, 77.7% were promoted and moved to the next higher grade, 2.1% was repeating the same grade and 0.5% dropped out.

Antisocial behavior: historical trends

Concern over the growing levels of crime and youth antisocial behavior has been present for many years and worried the educational system as well as societies in general. Official statistics indicate that the last few years' crime rates have been on a steady rise. Reviews (Farrington, 1996; Smith 1995) have confirmed this rise and concluded that explanations are difficult and complicated. The picture seems to be the same for most of the Western societies. However, these trends have become less clear since more countries reported a slight decrease in crime since 1990. Given that crime has risen overall, there is no reason to assume that the proportion of crime accounted for by juveniles has risen as well. Crime committed by young people has changed in nature, becoming more violent and more likely to be committed by young women (Farrington, 1996; Smith 1995). A significant fall in the ratio between male and female young offenders can be clearly identified internationally over recent decades.

Although much early research was conducted on males, recent research has supported a gender specific model for females who are aggressive and violent. A review by Pajer (1998) identifies the need to study the effects of antisocial behavior displayed by girls since it includes such behaviors (promiscuity, drugs) and violence in gangs (Chesney-Lind, 2001) that can be devastating in adulthood.

In response to the focus on males and overt aggression, a growing body of researchers has examined the lack of gender- specific study of aggression. This has resulted in an indirect type of aggression called "relational aggression" (Crick & Grotpeter, 1995; Crick 1997). It is defined as an antisocial method predominately used by girls that intends to cause harm through control or manipulation of the relationship. Cricks and Grotpeter (1995) found that girls were significantly more relationally aggressive and pro-social than their male classmates. They also found that relationally aggressive children were more likely to be

depressed, isolated and rejected by their peers. Anger is often an antecedent of violence and offending.

The concept of anger is defined as a human emotion that is experienced and expressed by everybody. Spielberg et al. (1983) defined anger as an emotion of varying intensity that is experienced and expressed. The experience is represented affectively and physiologically in an immediate situation (state anger) and as a personality dimension or anger proneness to experience immediate emotion (trait anger). State anger included the subjective feelings of tension, annoyance irritation, fury and rage with a reaction from the autonomous system. Trait anger included differences in frequency that individuals experienced state anger and thus, persons experiencing high rates of trait anger were more likely to perceive a situation as annoying, irritating or frustrating.

Many studies of violent behavior have been conducted on males and depression as an internalized concept has been found to correlate poorly with the outcome of delinquency. (Loeber, 1998,; Loeber & Hay, 1997). Research has been conducted on adolescents of both sexes to examine the relation of depression and violence (Warner & Weist, 1996). Inconsistent findings have been reported as to whether depression significantly correlates with violence and support a gender- specific assumption when the relationship exists.

While adolescent girls are more likely to score higher in depressive symptomatology as an internalized problem as measured by current depression instrumentation (Baron & Perron, 2000), whereas, adolescent males are more likely to be diagnosed with a conduct disorder or behavioral disorder (attention-deficit hyperactivity disorder, oppositional-defiant disorder) (Booth & Zhang, 1996).

Exposure to traumatic experience and violence in the school, the community or family can play a significant role in the prediction of antisocial, delinquent behavior. Recent research has been conducted with adolescents who were exposed to traumatic experience and found chronic problems with depression and aggressiveness (Farrington, Gottfredson, Sherman & Welsh, 2002).

Protective and Risk Factors

The review also provides an overview of protective and risk factors that contribute to and protect against delinquency in adolescents. Violent behaviors in adolescents are associated with risk factors. Protective factors decrease the potential effect of risk factors. Risk factors are characteristics of individuals and their environment that when present increase the risk that individuals will develop a disorder or engage in antisocial behavior. Protective factors, on the other hand, are characteristics of individuals and their environment that when present decrease the likelihood of individuals to develop a disorder or engage in delinquent acts.

It has been proposed that the causes of antisocial and offending behavior are not easily captured under one causal variable and that many variables are responsible for offending behavior taking place in adolescence. Thus, a combination of different risk factors has been proposed (Farrington, 1995, 2003) in an attempt to explore the phenomenon of delinquency. Considerable research has been conducted to identify risk and protective factors for delinquent behavior (Farrington, 1995; Gottfredson, Harmon, Gottfredson, Jones and Celestin, 1996). Four categories of protective – risk factors will be examined in this study namely individual, family, school and peer behavior, and social context.

1. Individual factors

Age

Agnew, (2001) analyzed the effect of age on adolescent delinquents behavior and concluded that most adolescents begin to engage in antisocial behavior in late childhood to middle adolescence and cease their participation in late adolescence (17-19 years of age). A smaller group begins to participate in antisocial behavior at an early age and continue on to commit more serious offences as adults. Several longitudinal studies have demonstrated that early conduct problems predict later delinquent behavior (Farrington 1991, Cohen 1996). The term “conduct disorder” subsumes a variety of chronic antisocial and aggressive behaviors: defiance, stealing, lying, and fighting (DSM IV; American

Psychiatric Association 1994). The association has been found for males and females, persons of different racial and ethnic backgrounds and from different countries.

Estimates of peak age for offending vary internationally, but tend to center on 17-18, with the start of criminal career usually being estimated to be around 14 or 15 (Farrington, 1995). The peak age of offending is usually in the late teens, but these rates differ by country and by source. There is some evidence that the sexes differ in terms of the peak age of offending with male peak age to be centered around 17-18 and female around 14 to 15. On the other hand, some researchers claimed that there is a peak age of 15 to 17 for male offenders and 22 to 24 for female offenders (Wilstrom, 2000). There is a disagreement as to whether there are two peaks in females but the matter needs to be studied further.

International variations exist with respect to the age of juvenile criminal responsibility, ranging from seven to eighteen. In most European Countries, the median age at which children can be prosecuted is fourteen to fifteen. In Cyprus the age of criminal responsibility is fourteen years. The recent trend has been to rise the age (Norway from 14 to 15 and Rumania from 14 to 18).

Gender

One of the earliest recognized factors correlated with adolescent delinquent behavior is gender. The greater male involvement in delinquency and crime is a universal phenomenon that applies across cultures. Girls usually exhibit less violent behavior, less drug use and delinquent behavior across cultures (Junger-Tas et al. 2003; Heirtmeyer and Hagan, 2003). Heimer, (2000) wrote that the commission of more crime by males than females is a persistent finding in research. Agnew (2001) concluded that more males participate in antisocial, delinquent acts with the greatest differences for violent crimes. Official statistics show a clear imbalance in offending by young men and young women with the women accounting for a far smaller proportion of recorded offenses and more

often being involved in less serious offenses. There are differences in type of involvement and criminal career as well as in rates of participation between males and females.

Feminist researchers (Chesney-Lind, 1998; Daly, 1994) have criticized existing explanations of crime and delinquency as theories conceived by male criminologists to explain male criminality. They claim that these theories are then perceived as universal and general, ignoring the different realities and experiences that are unique and specific to gender. Other researchers argue that causal factors or predictors of violence and delinquency are the same for male and females. They develop general theories of crime and disagree with gender specific theoretical approaches.

Indeed, a growing body of research has examined the correlates of violent behavior among male and female adolescents. The literature has tended to be either gender- specific (Chesney-Lind, 1998; Daly, 1994) or gender neutral (Agnew, 2001; Gottfredson and Hirschi, 1990).

Sociological as well as biological factors have been put forward to explain the higher involvement of males in more serious crimes. It is possible that males are more involved in stereotypical roles that presume higher levels of aggression and violence. Within-family psychosocial influences might be responsible for the greater involvement of males in violent, antisocial behavior. There is evidence that social contextual influences tend to be different for the sexes. In addition, some biological factors (sex hormones may play a small role in gender differences, higher incidents of conduct disorder, hyperactivity etc) may contribute to the gender differences. It seems possible that higher frequency of hyperactivity and associated behaviors in males plays a major role in the greater male involvement in crime.

A power control theory (PCT- see Hagan et al. 1979) provides a sociological theoretical framework for explaining these differences between males and females in relation to delinquency and violent behavior. According to this theory, differences in parental styles towards male and female children, differences in parental control of daughters and sons

result in differences in readiness among boys and girls to take chances, accept risks and finally to behave in a delinquent way. Daughters are the objects of parental control and ideological schemas mediate these differences in parental styles. Women are educated to become caring and men are educated to be more dominant and assertive in a competitive work arena. Recent studies (Hagan et al., 2007), support evidence of power control theory in different cultures. Boys are encouraged and allowed to take risks and experience less parental monitoring than girls and this might lead to the gender gap in delinquency. Graham and Bowling (1995), found that poor parental supervision was a significant predictor of delinquency in both males as well as females.

The role of gender can be explored through Gottfredson and Hirschi's (1990) general theory of crime. The main concept of their theory, self-control, provides an explanation in relation to impulsivity and delinquent behavior. Girls have higher levels of self-control (due to parental discipline and different parental style) and thus commit less crime than boys commit and exhibit less antisocial behavior. Gottfredson and Hirschi claim that although girls tend to have higher mean levels of self-control than boys do, both sexes acquire self-control via the same processes – parental attachment, supervision and punishment. Different parental styles may explain the gendered differences in delinquent behavior.

One of the strongest predictions of persistent offending is low constraint/negative emotionality, which is measured by an inability to defer gratification and anger (Moffitt et al., 2001). Moffitt considers low constraint / negative emotionality to be a personality construct similar to the concept of “self-control”.

Psychosocial risks could be relevant through three different routes: gender differences in the level or frequency of risks, gender differences in vulnerability to experiences, gender differences in the way they respond to stress and anxiety.

Although there is debate about whether girls are increasing or maintaining the use of violence, it is recognized that some girls have serious problems with violence and they hurt

others or themselves. Gender, race, class and ethnicity may influence the etiology of girl's violence and thus interventions must be targeted to any gender-specific and culturally specific cause. Any kind of intervention and any preventive program should emphasize gender issues. Interventions should not be generated exclusively by studies on male delinquent behavior. It seems that girls and boys experience and expresses aggression and violence differently and thus an effective intervention program in the schools needs to consider these differences and adjust its objectives and aims accordingly.

Ethnicity

There is a large and sometimes prejudiced literature on the supposed racial differences in crime and offending. There are substantial differences in the rates of crime among ethnic groups. These differences are exaggerated by biases in the social judicial system and societies in general. Studies of the American juvenile justice process suggest that ethnicity is associated with crime, with African Americans more likely to be recommended for formal processing than white offenders (Sampson & Lauritsen, 1997). In England and Wales, young black males are five to six times as likely as whites to be in prison (Graham & Bowling, 1995). In the Netherlands, both Moroccans and Antilleans are overrepresented in the crime statistics (Junger-Tas, 1994). In Australia, Aboriginals and Torres Strait islanders are overrepresented in the youth justice system (Boss, 1995). In Canada, natives are admitted to prison eight times more frequently than non-natives (Tonry, 1994) are. In both France and Germany, foreigners have higher rates of crime (Smith, 1995).

It seems that there are evidences for racial differences in rates of adolescent delinquent behavior; however, these differences are primarily a function of community context and not individual differences per se (Hawkins 1983, Shaw and Mckay, 1969).

Contributing factors of these underlying differences might be living conditions, joblessness, family risk factors or other risk factors together with prejudice and bias from society.

Ethnic diversity in Cyprus has presented major challenges to social work practice and education. When people of different groups are assumed to have different needs and expectations, the practice of serving those groups become a matter of debate. At issue is whether clients of different ethnic backgrounds (students as well as their families), should be treated in the same way with the same intervention programs as the majority (Greek Cypriot) population) of this country or whether intervention strategies should be tailored to the needs of a particular ethnic group.

Impulsive and Low Self Control

Most contemporary theories of delinquency recognize that the absence of self-control is an important cause of delinquency, present in some individuals very early in life and remain relatively stable through the life course. Impulsiveness and low self-control are closely associated with conduct problems and hyperactivity, which in turn can predict later problem behavior. Farrington (1995) reviewed literature linking impulsiveness to later delinquency and concluded that a construct “hyperactivity-impulsivity-attention deficit” at ages 8 to 10 predicted convictions through age 25 independently of measures of conduct disorder. Hyperactivity is associated with early-onset antisocial behavior that tends to persist into adult life.

Impulsiveness, low self-control and hyperactivity may constitute part of the same risk factor or may represent different risk features. They are linked with delinquent behavior through cognitive processes. Antisocial adolescents, tend to misinterpret social messages and cues. They tend to attribute hostile intentions and aggressive predispositions to peers and others when none in reality exists. They have a serious difficulty in thinking about the consequence of their actions and thus react automatically and impulsively in an aggressive, violent way.

Gottfredson and Hirschi’s general theory of crime (1990) emphasizes the role of self-control as a central cause of delinquency. The theory states that self-control is more or less fixed at an early age and that other social factors play minor causal roles at best in the

development of delinquent behavior. As children enter adolescence, opportunities to engage in delinquency increase. Youths with high levels of self-control manage to avoid the temptation and do not exhibit delinquent behavior. Those with low level of self-control fail to do so and become delinquents. According to this general theory, no other sociological factor is necessary to explain crime and violent behavior, rather low self-control is responsible for all negative activities and outcomes. It should be noted however that criticism has been developed against the general theory of crime. Elliot Currie (1989), referred to the refusal of the theory to accept the structural conditions such as poverty can affect the quality of parenting and thus the level of self-control.

Therefore, early developmental prevention of aggressive delinquent behavior has become a significant area of research and policymaking (Farrington and Coid, 2003). Social skills training, self-control strategies and life skills might be extremely useful and included in school interventions and therapeutic programs.

Alcohol and substance abuse

In most of the research literature, violence, aggression and delinquency are strongly correlated with drug abuse as a risk factor for adolescents (Parker, 1996, Farrington, 1995).

Alcohol and drug use are important risk factors for violent delinquent behavior.

Substance use is associated with mental health problems among youths and adults. Evidence suggests that drug taking predisposes to crime and delinquent behavior. Antisocial peer groups probably develop an ethos that drug taking is acceptable and at least with hard drugs stealing may be necessary to finance their addiction.

In addition, there seems to be a tendency for alcohol to make violent acts more acceptable (Parker, 1996). At the same time, there is good evidence that children of alcoholic parents have a substantially higher risk of antisocial behavior (Rutter, 1989).

2. Factors Related to School

Attachment and commitment to school

Attachment to school refers to emotional attachment, the extent that an individual student likes school and finds the schoolwork satisfying and fulfilling. Commitment to school usually refers to an individual's psychological investment to attain an educational or occupational goal and objective.

According to Hirschi's (1969) social control theory of delinquency, both factors (attachment and commitment) are strongly related to antisocial behavior in school. Hirschi found that attachment and commitment to school were inversely related to self-report of delinquent acts and official records of delinquency. Subsequent longitudinal studies (Gottfredson and Koper, 1996, Farrington and Coid, 2003) have mostly supported Hirschi's findings. Some studies (Gottfredson and Koper, 1996; Gottfredson and Gottfredson, 1992) found that attachment and commitment to school predicts later frequency of substance abuse similarly for blacks, whites, males and females.

School Failure

There is evidence that school performance is moderately related to delinquent behavior in schools, drug use and other adolescent problems. A number of studies support the notion that school grades are related to delinquency (Hirschi and Hindelang, 1997; Farrington, 1991). The correlation between academic performance and delinquency has been replicated in a number of studies in different countries (Farrington, 1991; LeBlanc 1994).

Some studies have documented that educational failure is an almost universal correlate of delinquent girls, whereas that is not always the case among delinquent boys (Thorton et al. 2002). Explanations are not clear but there is a possibility that girls who experience school failure resort to adopting the role of the bad girl in the school to gain a new status or identity since any other status in school is impossible to be gained. School failure implies peer and teacher rejection and consequently an increased likelihood of antisocial behavior in the school.

Peer Interaction

Students with developed social skills are more likely to be accepted by their peers (LeBlanc, 1994; Farrington 2003). Rejection by peers is related to association with delinquent peers (Synder, Dishion and Patterson 1986; Le Blanc 1994). Exposure to or association with deviant peers is the largest correlate of adolescent problem behavior. Most of the studies examining negative peer association included high school students but a few studies have reported that association with negative peers among younger children is also associated with drug use and other behavior problems. Many longitudinal studies in different countries support the finding that association with negative peers is the strongest correlate of adolescent problem behavior (Gottfretson and Koper, 1996, Farrington 1995). Based on social learning theory, Burgess and Akers (1966) proposed a differential association reinforcement theory, one that emphasizes the need of individuals who engage into crime and delinquent behavior not only to associate with delinquent peers but also to ask for reinforcing rewards for antisocial behavior. Akers, (1998) maintains that this theory remains the foundation of the criminological learning perspective.

3. Personal Experiences

Depression

Depression is associated with a number of negative behavioral outcomes, one of which is delinquent behavior. Feminist researchers claim that depression plays a significant role in female delinquent, antisocial behavior.

Many studies have been conducted on males and depression as an internalized concept has correlated poorly with violent behavior (Loeber, 1998; Loeber and Hay, 1997). Recent research has been conducted with adolescents of both sexes to examine the relation between depression and delinquent behavior (Herrera and McCloskey, 2003). The results have been inconsistent as to whether (a) depression is significantly related to delinquency and (b) supports a gender specific assumption. Adolescent girls are more likely to score higher than adolescent boys are in depressive symptomatology, whereas males are more

likely to be diagnosed with a conduct disorder. Duncan (1996) found that delinquent adolescents were characterized by acute depressive symptoms such as crying, sleep disturbance and withdrawal.

A review of literature on adolescent female development, reports that girls experience greater depression, more suicide attempts and a decrease in self-concept, whereas boys report improved self-concept and self-esteem (Miller et al. 1995). Delinquent girls reported very few positive attributes associated with being female and a sense of personal worthlessness. In childhood, rates of depression are equivalent among boys and girls. However, by adolescence, girls show a dramatic increase in anxiety and mood disorders (Crick and Zahnwaxker, 2003).

Feeling less shame in the face of significant others has been found to be related to levels of delinquency (Svensson 2004, Wilstrom 2002). Svensson (2004) studied the role of shame in delinquency and supported the idea that girls feel more shame in the face of a significant other than boys do. According to Svensson, shame or moral conscience, might act as a mechanism to control delinquent behavior.

The project on Human Development in Chicago Neighborhoods (PHDCN), revealed that 57% of depressed adolescent girls engaged in high level of aggressive behavior compared to 13% of non-depressed (Acoca, 1999). Although most research has focused on children, a few studies have examined the differential effects of family violence on adolescent psychological and social functioning.

Carlson (1991), found adolescents exposed to family violence have more self-destructive tendencies, depression, anxiety and lower self-esteem than youths who experienced either abuse or witnessing one.

The hypothesis that young offenders are at risk of developing physical or mental problems is not new (Gottfredson and Hirschi, 1990). Using data from the Cambridge Study in Delinquent Development, Farrington (1995), investigated the link between offending and poor health and found that convicted males tended to have serious illnesses and accidents

at age of 14, hospital treatment for illnesses and injuries at age of 18 and hospitalization and road accidents at age 32. In addition, self-reported delinquency at age 14, predicted hospitalization at age 18. Childhood risk factors at ages 8 and 10 predicted hospitalizations for injuries at age 18.

In addition, using the Cambridge Study, Shepherd and Farrington, (2003) examined the relations among childhood predictors of delinquency, teenage offending and other delinquent behavior, injury and illness at ages 16 to 18. Childhood predictors of teenage delinquency predicted injury and psychological illness at ages 27 to 32. Thus, it is likely that children's mental health problems play a major role in their antisocial behavior.

In conclusion, most studies have found that females are more likely than their male counterparts to suffer depression, mood disorders, internalizing symptomatology and suicide attempts. Miller (1995) discovered that female juvenile offenders were more likely to have suicidal ideation and behaviors than male juvenile offenders were.

Traumatic Experiences

Recent literature consistently found evidence that exposure to violence and victimization in the community, family and school is a consistent variable for aggressive, delinquent behavior (Farrington 2003; Herrera and McCloskey, 2001). Abuse and neglect are perceived as risk factors for later antisocial behavior. Widom (1994) found that early childhood victimization increased the risk of later criminality by about 50%. Williamson (1995) suggests that the depressed adolescent has an increased risk for experiencing events linked to aggression, such as suspension from school, fighting with peers or parents, school failure.

Broidy (2001) concluded that girls are more likely to be targets of sexual, emotional and physical abuse. Feminist researchers claim that to fully understand delinquency, the different experiences and realities between sexes must be conceptualized and 'patriarchy' must be central to any kind of theoretical paradigm (Holsinger, 2000; Chesney-Lind and Shelden, 1998). Feminist approaches emphasize childhood abuse as a significant risk for

delinquent behavior. Studies on delinquent girls and women report abuse victimizations much higher than abuse victimization rates reported on studies referring to general population of women and girls (Chesney-Lind; 2001, Daly, 1992). Maltreatment is assumed to affect delinquency because among other things, it prevents attachment to parents and to other institutions, it leads to low self-control, low self-esteem, self-blame, hostility and distrust to others. The negative consequences associated with abuse may also vary across gender. Generally, research indicates that childhood and adolescent abuse are more closely related to offending and running away from home for females than males (Chesney-Lind and Shelden, 1998).

Childhood victimization including neglect, placed individuals at risk for both delinquency and adult offending (Widom, 1994). Widom (1994) found that abused and neglected girls were more likely than non abuse/neglected girls for violent delinquency offense arrest, whereas abused and neglected boys were no more likely than non abused/neglected ones to have violent delinquency offense arrests. Maltreatment is assumed to affect delinquency because among other things, it leads to low self-esteem, self-blame, hostility and distrust to others (Gottfredson and Hirschi, 1990). Overall, the research on abuse suggests that it may be a strong predictor of adolescent delinquency, and especially sexual abuse is a risk factor for female delinquency.

Trauma theories (Bowlby, 1957) suggest that the loss of a parent has a damaging effect on children, most commonly because of the effect on attachment to the parent. Mother love in infancy and childhood is considered vital and maternal separation during the first years of life can create irreversible negative effects including delinquency. A clear prediction of trauma theories is that the cause of parental loss is unimportant. However, several studies suggest that parental death has fewer adverse effects than separation or divorce (Wadsworth, 1979). In the Cambridge longitudinal study, boys who lost their mothers were more likely to be delinquent than boys who lost their fathers. The study indicated that

disruptions caused by parental disharmony were more severe and damaging than disruptions caused by parental loss (Farrington 2000).

4. Family Context

Research indicates that consistent parental support and care can act as a protective factor to delinquent and antisocial behavior of adolescents (Cohen et al., 1993; Duncan 1996; Farrington 2003). Hirschi's social bonding theory (1969), described four difference elements that act as protective factors of delinquency, attachment to conventional others, commitment to conventional objectives, involvement in conventional activities and belief in the acceptance of a conventional value system. Attachment to parents is one of the most important factors in social bonding theory. According to Hirschi, the more is child is attached to his or her parents, the more he or she is bound to their expectations and thus the more he or she will avoid getting involved in delinquent behavior and activities.

Parental support can be crucial for the development of mental health, for the emotional and behavioral success of an adolescent. As such, parental modeling behavior can be of primary importance to the well-being of an adolescent. Positive modeling of conflict resolution in the household is vital for teaching conflict resolution without violence and aggression in any other setting. Parental use of substances and drug dependency can be a risk factor for adolescent delinquency (Farrington, 2003).

Teenage parenthood is associated with a number of other risk factors, such as parenting difficulties, poverty, and school failure and thus the age at which a mother gives birth can be a significant factor of problem behavior. It is likely that the risk to the children comes from the associated risk factors and not from the age of the mother as such. Farrington (2003), found that having a young mother primarily predicted delinquency since it was associated with a broken family.

The Cambridge longitudinal study in delinquency included 411 London males from age 8 to 46. Delinquency rates were higher among 75 boys who were living in permanently disrupted families on their fifteen birthdays, compared to boys living in intact families.

Delinquency rates were similar in disrupted families and in intact high conflict families (Farrington 2000).

5. Social Context

There are some findings regarding the influence of environmental and contextual factors on the development of delinquent behavior. At the community level, various factors such as high rates of single-parent households, unemployment, social disorganization, high rates of substance abuse, can result in females being exposed to risk factors for delinquent and deviant behavior. Cyprus is a small country that faced many social, political and economic difficulties throughout the years because of the Turkish invasion in 1974. Many families were facing with severe economic problems having lost their belongings and their loved ones. The invasion and the war that followed created a trauma for all Cypriots, a trauma that still has implications for the lives of everybody that experienced those events and their consequences. A study by Hadjivasilis (1998) addresses some of these issues and examines the connection between Cypriot refugees and delinquency.

The two main theoretical approaches that try to explain social context and its relation to delinquency are social stratification and social control. The social stratification perspective implies that crime relates to economic conditions with more crime and delinquency in low in economic status communities (Agnew, 2001). The rational behind this approach is that income inequalities prevent social integration by widening the gaps between different income groups, generating frustration and thus increase crime and antisocial behavior.

The social control perspective implies that a lack of social integration in communities decreases informal social control and increases crime and violence. Shaw and McKay (1969) found that particular neighborhood characteristics were related to crime rates and youth delinquency. Neighborhoods characterized by high residential mobility, by ethnic heterogeneity and low economic status exhibited higher crime rates.

CHAPTER THREE

METHODOLOGY

Introduction

The literature review provided the framework for the next stages of this research project on female delinquency. Conceptualizing the various aspects of the phenomenon of juvenile delinquency and their interrelation is the first step that can lead to the selection of appropriate methodological techniques and to the final development of the study.

The study is designed to investigate female juvenile delinquency and explore its relation to gender and ethnicity as well as to depressive symptomatology and prior traumatic experiences. Literature on juvenile delinquency indicates that there is a positive relation between depression, prior traumatic experiences and female involvement in antisocial behavior during adolescence. These interrelations could also be significant factors in the development of delinquent behavior in schools in Cyprus. The final aim of this study is to provide insight for effective program implementation for prevention and intervention based on research findings.

This project intends to utilize the ISRD-2 findings (International Self-reported Study on Delinquency) to examine the extent of the phenomenon of female delinquency in secondary schools in Cyprus. In addition, qualitative as well as quantitative data analysis (questionnaires, interviews, participant observation), was also employed in an attempt to study the different parameters of juvenile delinquency and provide suggestions for effective psycho-educational interventions within the secondary school system.

The existing literature on delinquency in Cyprus is very limited and is mostly referring to male antisocial behavior. Thus, a study that is gender specific and has practical implications for the development of interventions in secondary schools is important not only for the Ministry of Education and for Culture but also for the educational system in general.

The findings produced can provide an initial analysis of students' antisocial behavior and lay the groundwork for a more systematic measurement on an annual basis of student's behavior after the implementation of a programme in secondary schools that can target at risk population. The ultimate goal, however, is to use these findings by those in the decision-making process (administrative and academic) of the Ministry of Education and Culture in order to improve existing or introduce new policies and practices which can enhance the quality of services offered to all students in the secondary school system. The development and implementation of a preventive intervention that is based on research findings might enable the Ministry of Education and Culture to reconsider existing practices and develop research-oriented programmes within the school system.

Research Design

The proposed research employed a **participatory action research paradigm**. A participatory action research is a significant methodology for intervention, development and change within organizations and groups. It refers to action research and intends to critically examine the current practice of an organization (experienced as problematic) in order to change and improve it. Action-research methodology aims at challenging traditional practice techniques and offering new and innovative ideas to deal with a problem. A participatory action research paradigm involves individuals or groups (within an organization) and guides them to critically examine and reflect on the historical, political, cultural, economic and other contexts of a phenomenon (Wadsworth, 1998; Huck 2007). This critical study of a phenomenon, results in changes within the organization, its functions and its decision making process. Programme development and implementation in the secondary school system is now problematic since it is not based on any kind of theoretical framework or research findings. Most programs in the schools in Cyprus are not developed due to a systematic and adequate evaluation of the school needs, but they are rather developed occasionally due to a demand or pressure from the schools or parent

associations. Consequently, one cannot conclude on their effectiveness and their success or failure to accomplish their aims.

The proposed research study aims to provide efficient suggestions and recommendations based on research findings on delinquency, for alterations and changes to be made in the traditional functioning and policy of various organizations (University of Cyprus, Secondary Education, Educational Psychological Services, Ministry of Education and Culture).

Action research is intended to improve a real life problem situation by:

- Identifying and clarifying the problem
- Implementing the change intended to improve the situation
- Evaluating the situation to determine the impact of change

According to Blaxter, Hughes and Tight (2001), action research is educative; problem focused and involves a change intervention. The aim of action research is improvement and involvement since it deals with individuals as members of social groups. Those involved in the research process are also participants of change.

In the case of delinquency in schools, current practice (program development, psycho-educational interventions, educator's current practice, curriculum for educators and educational psychologists, was examined and critically evaluated. Its different contexts were studied and suggestions for change were then provided through this school-based participatory action research programme.

The intention was to provide a set of issues about female delinquent behavior in secondary schools that need to be addressed in practice so that the phenomenon of female delinquency can become practicable, feasible and capable of being undertaken through the development of appropriate interventions.

The methodology of the proposed project was based on a triangulation framework. Triangulation, the application and combination of several research methodologies in the study of the same phenomenon, is a widely used method in the social and behavioral

sciences (Denzin, 1978; Peltó and Peltó 1978; Munro, 2007). This framework is the preferred line in social sciences and psychology since it helps to overcome the weakness of intrinsic biases. Delinquency is a complex phenomenon with different parameters involved. The study of such a complex human behavior with diverse characteristics cannot be adequately explained and conceptualized using a single approach or methodological framework. The adoption of triangulation is thus significant in conceptualizing a theoretically complex phenomenon such as delinquency and antisocial behavior. The rationale behind the adoption of triangulation for the purpose of this project lies in the incapacity of any single approach or conceptual and methodological framework to adequately explain/analyze the theoretically complex phenomenon of service quality.

As Dreher and Hayes (1993) indicated, by using a combination of empirical as well as theoretical paradigms, the various components of a triangulated design inform each other and increase the capability to answer research questions. Consequently, confidence in findings is increased.

Specifically, for the purposes of this project, the following methodological and empirical paradigms were studied:

- 1) A thorough literature review to identify all relevant materials (female delinquency, delinquency in schools, depression, trauma, multiculturalism and school delinquency), in the educational press, academic journals, text covering policy in education, on-line journals, relevant psychological and educational websites, books
- 2) Quantitative and qualitative analysis of self-reported questionnaire data. Design and implementation of a survey (including research design, research questions, hypotheses, sampling frame and methods, data collection, validity and reliability tests and data analysis).
- 3) Qualitative in- depth personal interviews utilizing focus groups (in depth- understanding of antisocial behavior and of the reasons that govern this kind of behavior in schools)

- 4) Observational research (Systematic participant observation). Observation of female delinquents in natural settings (schools-environment). Watching, recording and analyzing female antisocial behavior in the school environment and the interventions developed by educators to deal effectively with the phenomenon. Observations were organized on a weekly basis. This was done in accordance to a code of ethics and respect to confidentiality and anonymity of the subjects involved (informed consent of parents and school personnel).
- 5) Data Coding and input using Epidata (questionnaire)
- 6) Data analysis using SPSS

The study

The study was developed in three phases and it first aimed at measuring the extent of the phenomenon of female delinquency in secondary schools in Cyprus (6 months), and then attempted to relate depression, trauma and ethnicity to delinquent behavior displayed by female students (3 months). A proposal for effective school-based interventions was developed based on the findings of the study (10 months).

The first phase of the study was a fixed non-experimental design using a questionnaire-based survey (ISRD-2 International Self-Reported Delinquency Study). The questionnaire was administered to 1186 female secondary school students (16 schools in Cyprus were included). A cross – sectional relational design was developed to analyze the survey.

The theoretical framework, which provided the foundation for the second phase of the study, was based on Beck's cognitive behavioral method (Beck, 2006). Beck-youth inventory and Trauma symptom checklists were administered to female students that were examined for depressive symptomatology and prior exposure to trauma.

The second phase of the study used a flexible design and was based on action-research within a grounded theory context. Focus groups and participant observation were employed to study the different parameters of the phenomenon of delinquency. Focus group is a method of research that is often used in social sciences. This flexible method

allows qualitative data to be emerged. A guided conversation needs accurate note taking data to be compared and analyzed properly. Focus groups are a method that encourages a small number of participants to share their thoughts, feelings and attitudes about a specific topic. It is a quick method that provides rich data and can be used productively with adolescents. As an educational psychologist, the present author is well informed and familiar with these methods and can easily have access to schools for participant observation to take place. The second phase of the project was a case study approach. Case study is a strategy which involves an empirical investigation and examination of a specific phenomenon (in this project, female juvenile delinquency), within its real context (in this project school), using multiple sources of evidence. A case study is a specific instance that is frequently designed to illustrate a more general principle (Nisbet & Watt, 1984). It provides an opportunity to study real people in real situations and thus enables the researcher to conceptualize a phenomenon more clearly than by simply presenting it through abstract theories and principles. Case studies have a number of advantages and are thus often used in educational research. One of the most important advantages of case studies is that they provide data that is strong in reality. They yield data strong on reality that can be generalized from an instance to a class.

Case studies provide insights into other similar situations and can be a step to action, since their insights might be interpreted directly and easily put to use especially in the areas of education and psychology. Of-course, there are also some limitations regarding the use of case studies in research that a researcher should always be aware. They are not easily open to crosschecking and, therefore, they might be biased, selective or subjective. They are also prone to problems of observer bias and a researcher needs to be constantly reflective.

The third and final stage of the project included the implementation and evaluation of a preventive as well as therapeutic program that was developed in a secondary school in Cyprus. This program provided information to students, parents and educators about the

nature of antisocial behavior, offered alternative healthy activities and promoted mental health for all students involved.

It can be argued that the theoretical framework and the methodology used make this research project report an original one for Cyprus.

The design was cross-sectional using a survey, Beck youth inventory and Trauma symptom checklist in the second phase of the study. There was no manipulation of independent variable and no control group. The relationship of variables was associative and no causal. A qualitative analysis was employed during the second phase of the study with a flexible design. Triangulation of data was employed. Focus groups and participant observation were used to obtain data.

The main research question for the purpose of this study is twofold:

- (a) ‘What is the extent of female delinquency in the secondary school system in Cyprus? And (b) what is the relation of ethnic origin, depression and prior traumatic experience to female delinquency in schools?’**

Overall, the intention of this study was to identify the extent of the phenomenon of female juvenile delinquency in secondary schools and to explore the relationship between ethnic background, depression and prior traumatic experiences and antisocial behavior.

Population and Sampling

The study was carried out with a representative stratified sample of female students in secondary schools in Cyprus. A letter providing information for the study was distributed to parents. Permission for the study was granted by the Ministry of Education and Culture by the head of the Secondary Education Department. Parental written consent was secured. The study, its aims and purposes were clearly explained to students involved by the interviewers at the time of the administration of the questionnaire.

Initially, a pilot study was carried out in a secondary school in Nicosia to test the questionnaire and tests to be used. Schools from all major cities in Cyprus were included

in the sample (Nicosia, Limasol, Larnaca, Pafos and Famagusta). The age of students in the sample was thirteen to fifteen (first, second and third grade of secondary school). The reason for choosing this particular age-range has to do with compulsory education policy in Cyprus. Education is compulsory until fifteen years of age and most of the students with severe antisocial behavior (delinquents) are leaving the school system after that age.

Questionnaires were distributed to students during classroom time. To prevent the possibility of errors, the interviewers orally provided detailed instructions prior to the distribution of the questionnaire indicating what students should complete and how they should provide their answers. All students in a class were required to complete a questionnaire (including students with special needs or learning difficulties).

Definition of Student Population Sampled for the ISRD-2 study

Secondary school students in grades 7-9 from all five districts of Cyprus (i.e. Nicosia, Limassol, Larnaca, Paphos and Famagusta) were included in the sample. A total of sixty-nine lower secondary schools were used to draw the sample. Excluding private secondary schools, which were not accessible for the purpose of the survey, there is only one type of lower secondary school in Cyprus, namely the gymnasium. Consequently, only state schools were used in the survey for which written permission had been obtained from the Director of Secondary Education to conduct the survey. It should also be noted in this context that Technical secondary schools commence in year ten and accept students over the age of fifteen. Consequently, technical schools were excluded because they were beyond the scope of the survey.

The sixty-nine lower-secondary schools consisted of 435 year-7 classes, 405 year-8 and 366 year-9 classes; 4,775 males and 4,655 females in year 7, 4,898 males and 4,688 females in year 8 and, finally, 4,369 males and 4,352 females in year 9.

Sample Size

A representative sample of 2500 students (oversampling 5%) was drawn for the survey. Mainly due to a small number of students being absent on the day the survey was administered at a particular school, the survey sample actually included was 2,360 (i.e. 94.3%). The final sample of 2,360 included 1174 males (49.2%) and 1186 females (49.7%).

Stratification Variables

Five main variables were used to stratify the sample and to ensure its representativeness:

- Age
- Gender
- Grade
- Urban-rural areas
- Socioeconomic status (SES) of locality
- Size of school.

Procedures for Selecting the Sample

A city-based stratified sampling design was used. A stratified sample is the process of dividing the population into strata, homogenous subgroups before sampling. The stratified sample consisted of four stages:

- A. Selection of all major cities in Cyprus, namely Nicosia, Limassol, Larnaca, Paphos and Paralimni (Famagusta city itself is in the occupied part of Famagusta District).
- B. In every city, proportional selection of secondary schools by size, urban-rural location, SES of locality and size of school.
- C. Proportional selection of classrooms for each of three grades at each school
- D. Proportional selection of pupils by gender.

Of all the lower-secondary schools approached, only one declined to participate in the survey and was replaced.

Fieldwork

University staff carried out the survey. Brief training sessions were held prior to the administration of the survey.

The questionnaire was administered during regular class time in one school period (one school period lasts 40 minutes). All students present in a class, regardless of special needs or language problems participated in the survey. Appointments were arranged ahead with the schools. Interviewers visited all schools to agree with the headmaster/mistress, on the logistics of the survey, the time allocation needed, the directions given to students, parents and educators. During the administration of the questionnaire, teachers were not present.

Start and end dates for fieldwork were September - November 2006. The total number of schools that participated in the survey was 16. All schools except one that were approached participated in the survey. The response rate by schools, students and parents was very high.

The research was conducted with the written informed consent of the Ministry of Education and Culture and the passive consent of parents.

Development of the Research Instrument

The standardized questionnaire that was used for all countries was also used in the case of Cyprus. Minor adjustments to the phrasing of certain questions were made after pilot testing (pilot testing included 25 secondary school students). Some changes were also made to the content of the questionnaire since some of the questions that were referring to hard drugs were excluded. This was a condition imposed by the Ministry of Education and Culture acting on the advice of the school psychological services of the Ministry of Education and Culture for its consent to be granted for the survey to be carried out. Thus, there were only two questions for hard drugs like heroine or cocaine, for example, since the rest were referring to soft drugs. At the same time, however, it needs to be mentioned that, according to drug school surveys in Cyprus, there is no evidence of such narcotics being used before the age of sixteen. A limitation is, of course, that not asking about hard

drugs makes a follow-up comparison for such drug use not possible. The Greek version included an additional question at the beginning of the questionnaire regarding the number of cars a family owns. There were no other changes to question ordering and no other questions added to the questionnaire.

A self-administrated questionnaire was used in this study to measure the extent of the phenomenon of delinquency in the schools (ISRD-2). The first page of the instrument included information on the purpose of the study and basic instructions for its completion. The questionnaire was anonymous and thus respondents felt reassured that their responses would be kept confidential.

The questionnaire was translated into Greek with the intention of staying as close as possible to the original (English) version of the instrument, although some degree of adaptation to Greek conditions was necessary. Professional translations were made of the questionnaire. The paper and pencil method was used to administer the survey. The only negative comment from participating students was that the questionnaire's too long' and, consequently, 'one school period is barely enough to complete it'. The interviewers provided help with the language to complete the questionnaire to students from different ethnic backgrounds and those with language problems. Finally, in order to avoid teachers intervening in one-way or another when students were completing the questionnaire, teachers were requested (and complied) not to be in the classroom at the particular time.

The questionnaire included a large number of questions on different aspects of the adolescent's life situation, attitudes and thoughts. The analyses are in part based on responses from individual items, but also on a number of scales constructed by combining responses to different items.

A negative life events scale was formed with the response alternative being dichotomous (no=0, yes=1). This scale refers to a number of questions about different negative life events that the students might have experienced, such as a close relative having died or

suffered a serious illness, parental alcohol problems or serious distress and conflict between parents (questionnaire battery number 22).

Another battery of questions (family bond scale) focuses on the student's relations with their parents. The various items required responses on the quality of the students' relationship with their parents, that is how well the respondents get on with their parents (nos. 16 and 17 in the questionnaire) (Cronbach's $\alpha=0.62$).

"Attitudes towards school" were measured by a number of questions referring to students' attitudes, feelings and thoughts about their school.

The scale measuring feelings and attitudes toward school combined responses to the question "Do you usually like school" with those to a number of statements from another battery of items included in the questionnaire (no. 45) ("If I had to move I would miss my school", "Teachers notice when I am doing well and let me know", "I like my school") (Cronbach's $\alpha=0.72$).

The "Neighbourhood attachment" scale measured the level of social adjustment and integration of students regarding their neighbourhood and community. The scale was created by combining selected items from question battery no. 47: "If I had to move I would miss the neighbourhood", "I like my neighbourhood", "People around here are willing to help their neighbours", "People in this neighbourhood can be trusted" and "People in this neighbourhood generally don't get along with each other" (Cronbach's $\alpha=0.78$).

To measure involvement with delinquent peers, the questionnaire also included a battery of questions (no. 48) consisting of five statements. These items examine the extent to which students have peers who have committed different types of offences and delinquent acts. A scale measuring the extent of the level of criminal experience among the respondents' friends has been created (a dichotomous answer no=0, yes=1) Cronbach's $\alpha=0.74$).

Another scale focuses on adolescents' attitudes and opinions towards violence (battery no. 38) with statement such as "One needs to make use of force to be respected" and "Without

violence everything would be much more boring” (Cronbach’s $\alpha=0.72$). Finally, another scale is employed as a measure of self-control (battery no. 39) (Cronbach’s $\alpha=0.86$).

Finally, a number of different measures of participation in delinquent behaviour (theft, violence, vandalism) are included in the questionnaire. The measure «delinquent, antisocial behaviour» refers to whether an individual has committed at least one of these acts: thefts from shops, thefts of bicycles/scooters, theft of cars or motorcycles, thefts from cars, burglary, snatching a bag/wallet/something else, vandalism, fighting in groups, carrying a weapon, deliberately injuring someone so that they had to see a doctor and finally threatening to hit someone or threatening them with a weapon in order to obtain money or other things.

See Appendix A for the ISRD-2 Questionnaire in Greek.

Reliability

Reliability is concerned with the consistency, accuracy and predictability of the research findings. The reliability of a measure refers to the extent to which the measurement process is free from random error. In this study, Cronbach alpha (Cronbach, 1951) is adopted to explore the internal consistency of the measurement instrument. Internal consistency is an indicator of how well the various items complement each other in their measurement of different aspects of the same construct. Hence, Cronbach alpha is adopted in this study to assess the measurement instrument's reliability.

Validity

The validity of a measurement scale is the extent to which it presents a true reflection of the underlying variable that it is attempting to measure. Alternatively, validity is the extent to which the scale fully captures all aspects of the construct to be measured. Validity is concerned with the question: Are we measuring what we think we are measuring? Assessing validity of a measurement scale includes examining three different types of validity: content validity, predictive validity, and construct validity. The current study

addressed content validity through literature review and the pilot study since content validity is concerned with how well the scale or instrument represents the content of the property or characteristics being measured.

Definition of student population sampled for the case study (phase 2)

A hundred and nineteen secondary school female students in grades 7-9 (ages 12-15) from one secondary school in Nicosia were included in the second phase of the project. This particular school was selected since it refers a large number of its students to the Educational Psychology Service of the Ministry of Education, due to behavioral problems. Parental consent was sought. The study was done with the permission of the Ministry of Education and Culture.

A non-probability, purposive sample was selected to target a particular group of students. A secondary school that constantly faces difficulties with antisocial behavior and refers a large number of students to the educational psychological services of the Ministry of Education and Culture annually was selected as a case study and thus included in the sample. Quota sampling was also employed in an attempt to represent important characteristics in the proportion in which they can be found in the wider population. Like a stratified sample, quota sampling strives to represent significant characteristics of the wider population. It seeks to give proportional weighting to selected factors, which reflect their weighting in which they can be found in the wider population. For the purpose of this study, those factors included gender, ethnicity, socioeconomic and level.

Fieldwork (stage 2)

Two educational psychologists visited the school and arranged meetings for the completion of a battery of tests (Beck youth Inventories and Trauma Symptom Checklist, self-reported delinquency questionnaire-ISRD2). After the administration of the tests, focus groups with the same population of female students were conducted with the informed consent of parents and Ministry of Education and Culture. Participant observation in classes that were included in the sample as well as in the schoolyard during breaks was also conducted.

Development of Research Instruments (stage 2)

Beck Youth Inventories for Children and Adolescents (2nd Ed) as well as Trauma Symptom Checklist for Children (TSCC-A) in Greek were used. Permission for using, publishing and translating the tests was granted. Beck Youth Inventories were translated in Greek before and the translated version was used, whereas TSCC was translated in Greek by the author with the permission of Psychological Assessment Resources.

Beck Youth Inventories are five self-report scales that assess an individual's experience of depression, anxiety, anger, disruptive behavior and self-concept. They are intended for use with children and adolescents between the ages 7 to 18. They measure emotional and social impairment in the following domains:

- Depression in line with the Diagnostic and Statistical Manual, 4th ed, (DSM), (2000). It includes items that reflect the respondent's negative thoughts about himself or herself, his or her life and future, feelings of sadness and physiological indications of depression.
- Anxiety that refers to items that reflect children's fears, worrying and physiological symptoms
- Anger that is measured with items that include perceptions of mistreatment, negative thoughts about others, feelings of anger and physiological arousal
- Disruptive behavior that includes items associated with conduct disorder and oppositional defiant behavior
- Self-concept that includes items that focus on self-perceptions such as competence, potency and self-worth.

These standardized scales are brief easy to be administered in a school setting and at the same time they are reliable and valid. Cronbach's alpha coefficients computed for each of the five inventories and indicated high internal consistency ranging from .91 to .96 for adolescents. Inventory scores are significantly correlated with each other as well as with other variables.

Trauma symptom Checklist for Children is a self-report measure of posttraumatic distress and related psychological symptomatology. It is intended for use in the evaluation of children who have experienced traumatic events, including physical and sexual abuse, victimization by peers, major losses, witnessing of violence and natural disasters.

The TSCC is a standardized scale appropriate for children ages 8 to 16 years. Two profile forms, one for males and one for females are provided. The full version of the TSCC consists of 54 items that yield two validity scales, six clinical scales (anxiety, anger, depression, posttraumatic stress, dissociation and sexual concerns). TSCC scales demonstrated high internal consistencies for five of the six scales (range from .82 to .89). The remaining clinical scale (sexual concern) was moderately reliable ($\alpha = .77$). Convergent and construct validity of the TSCC scales has been demonstrated.

1. Gender was indicated by the respondent using categorical question where male was coded 1 and female was coded 2.
2. Age was indicated by the respondent using categorical question where “12-13” was coded 1, “13-14” was coded 2, “over 14” was coded 3
3. The student’s nationality was also classified using categorical question where “Cypriot student” was coded 1, and “International student” was coded 2.

The Trauma Symptom Scale for Children

To translate, use and publish the Trauma Symptom Scale for Children (TSCC) special permission was granted by the author. The following paragraph was thus included in every page of the translated version. The TSCC was «Adapted and reproduced by special permission of the publisher, Psychological Assessment Resources, Inc., 16204 North Florida Avenue, Lutz, Florida, 33549, from the ‘Trauma Symptom Checklist for Children by John Briere, PhD., Copyright 1989, 1995, by PAR, Inc. Further reproduction is prohibited without permission from PAR, Inc. »

Due to the shorter attention span of children, and especially children who have experienced trauma and abuse, the TSCC, is a relatively short scale consisting of 54 items that yield two validity scales (underresponse and hyperresponse), six clinical scales (depression, anxiety, anger, posttraumatic stress, dissociation and sexual concerns).

The TSCC is available in two versions: the full 54 item test that includes 10 items evaluating sexual concerns and preoccupation, and a 44 item alternate version that makes no reference to sexual concerns and symptoms (TSCC-A). The TSCC-A addresses concerns of some individuals, that children might be upset since the scale refers to sexual issues in a psychological test. Thus, all subjects in the TSCC normative sample who were tested in schools were administered the TSCC-A version. It is up to the researcher to decide which form of the scale to use. Therefore, to avoid the possibility of causing distress in children, school personnel or parents, the TSCC-A version was used for the purposes of this study.

The 44 translated items were presented to children and administered individually in the class setting. Each child directly wrote his or her responses. The Child was presented with a list of thoughts, feelings and behaviors and asked to circle how often these things happen to him or her. Each item is rated on a 4-point scale (0=never and 3=almost all of the time). It took about 15 to 20 minutes to complete the full version of the TSCC. Scoring and profiling takes approximately 5 to 10 minutes.

See Appendix B for the translated TSCC-A version and TSCC scales in Greek.

Beck Youth Inventories

The Beck Youth Inventories –second edition (BYI-II), are five self-report scales that may be used separately or in combination to assess depression, anxiety, anger, disruptive behavior and self-concept. The Inventories were translated into Greek before and thus the translated version was used with the permission of the author.

See Appendix C for the Beck Depression Inventory in Greek.

The Beck inventories are brief, self-report instruments that are simple to administer. Each inventory contains 20 statements about thoughts, feelings or behaviors associated with emotional and social impairment in children and adolescents. For each scale, children describe how frequently each statement is true for them, including today.

Five to 10 minutes should be allowed for each inventory to be completed. Time can be adjusted to meet the special needs of the population tested. Administration of the combination booklet may take 30 minutes to one hour.

The Beck Depression Inventory (BDI-Y) contains many of the characteristics symptoms of depressed syndromes and disorders. It measures children's and adolescent's negative thoughts about themselves, their world and future, thoughts that are characteristics of depressed youth. Items 3, 11, 13, 15, measure a negative view of self. Items 1 and 20 measure a negative view of the child's world and item 20 measures hopelessness or the child's negative view of his or her future. Items 5 and 9 measure somatic and vegetative symptoms. Items 2, 4, and 16 measure motivational aspects of depression. The remaining items measure the emotional symptoms of depression. Item 4 is significant since it measures suicidal ideation.

Qualitative Data

Interviews – Focus Groups

Interviews enable participants to discuss their interpretations of the world in which they live and express how they regard situations from their own point of view. Kvale (1996) perceives interviews in research as a step away from seeing human subjects as simply manipulable and towards regarding knowledge as generated between humans, often through conversations. Interviews and especially semi-structured interviews can provide valuable and rich data especially when dealing with a complicated social and psychological issue like delinquency.

Focus groups with at risk female students were developed. Focus group are a form of group interview not in the form of a backwards and forwards between interviewer and

group, rather the resilience is on the interaction within the group who discuss a topic supplied by the researcher (Morgan, 1988). Data emerge from this active interaction of the group. Focus groups can be extremely helpful when dealing with adolescents since the small number of participants encourages discussion and expression of ideas, feelings and attitudes.

For the purposes of this study, the following steps were taken for the running of focus groups:

- Five focus groups with at risk female students were developed in the school setting
- Each focus group included no more than 12 adolescents
- Over-recruiting by 20 per cent allowed for people not turning up on that day.
- Sampling was extremely important and extreme care was taken with it in an attempt to have homogeneity of background in the group.
- Moderators were two qualified educational psychologists

Interviews have an ethical dimension since they concern interpersonal interaction and produce information about human condition. Three major concerns were taken into consideration: confidentiality, informed consent and the consequences of the interview. Participants and their parents gave their informed consent and voluntarily got involved in the interview. Confidentiality and anonymity were respected and secured since every piece of research was anonymous. The results were securely placed in an office (at the Educational Psychological Services in the Ministry of Education and Culture) and nobody else rather than the researcher could have any access to them.

See Appendix D for the focus Interview form

Participant Observation

Observational data allows the researcher to gather 'live' data from 'live' situations. The researcher is given the opportunity to look at what is taking place in situ rather than on second hand (Patton, 1990). According to Patton (1990), observation enables the researcher to enter and understand a situation that is being described.

It is possible to argue that all research is some form of participant observation since we cannot study the world without being part of it. However, classification of researcher roles in observation lie on a continuum, at the one end of it is the complete participant moving to the participant as observer and finally to the complete observer.

In the case of this research study, the researcher will have the role of a participant observer within the school system. The researcher will become part of the social life of participants and will document and report what is happening for research purposes. The participant as observer will be a qualified educational psychologist. By staying in the situation over a long period, the researcher is able to see how events evolve over time and to understand the different parameters of a situation as well as the dynamics of interrelations. Thus, finally, a more holistic picture of the phenomenon under investigation is provided and this helps the researcher to reach accurate explanations and interpretations of events. In this study, participant observation took place in schools (naturalistic observation) and the researcher was employed in some particular activities, participating in school life and activities.

Observation was recorded in field notes written at several levels (at the level of description they included quick words or symbols, reconstruction of conversations, description of events, behavior and activities). At the level of reflection, field notes included reflections on the descriptions and analyses that have been done, on the methods used in observation, on ethical issues, attitudes, emotions and thoughts.

The ethical dimensions are numerous and there is a dilemma surrounding overt and covert observation. In overt observation, the subjects know they are being observed, in covert observation they do not. Covert observation seems to violate the privacy of subjects and the principle of informed consent.

In this study, overt observation was used and school personnel and participants were informed about the presence of the observer in the class and in the schoolyard for several

days. Observation for a longer time might act as a control mechanism for behavior that will be purposely display due to the presence of the researcher.

See Appendix E for the Observation form

Data Analysis

SPSS (Statistical Package for the Social Sciences) was used to perform the data analysis. Data was entered in the computer after completion.

Single transfer coding (the response is already in a form that can be entered into the computer) is possible with TSCC scales and Beck Youth Inventories. The conventions on coding for the ISRD-2 questionnaire are common to all countries involved in the survey, since this is an international survey and comparisons between countries were then made possible. For qualitative data analysis, coding of field notes was used and categorization of data was then made possible.

Data Analysis Methods

- **Descriptive statistics:** Level of distribution (measures of central tendency) and spread (measures of variability) were reported. Standard descriptive statistics such as means, standard deviations and variances, were reported for all variables to analyze the data set. Ranges and frequency distributions were used to assess the accuracy of data entry for all hypotheses.
- **Cross-tabulation:** Cross-tabulation is a simple method of showing whether there is a relationship between two variables. Gender and delinquent behavior, ethnic background and delinquent behavior, depressive symptoms, traumatic experiences and delinquent behavior are all possible combinations of levels of variables.
- **Reliability analysis:** Cronbach's alpha was computed for each set of variables measuring the same dimension to provide evidence of reliability. It is an important estimator of reliability of a psychometric instrument.

It will generally increase when the correlations between items increase.

- **Correlation coefficients:** They give an indication of the strength as well as the direction of the relationship between two variables. SPSS can calculate a Pearson's correlation coefficient (r).
- **Qualitative data analysis:** codes were given to the initial set of materials obtained from observations and interviews. Similar patterns (themes) were differentiated and gradually linked in the form of constructs.

Ethical Considerations

A number of issues were considered when conducting this study in order to be done in an ethically sound way. The participants in the study were informed of the purpose of the research and their consent was obtained. The researcher has explained to the research participants, students and management (administrative and academic)) the purpose, aims, nature, and duration of the proposed study. Parental consent was sought for each stage of the study. In addition, approval for conducting the study was obtained from the Head of the Department of the Ministry of Education and Culture and the General Secretary of the Ministry.

Measures to protect human subjects were followed throughout this study. In terms of confidentiality and anonymity, the participants were fully respected and their personal information was kept secure especially in instances such as data collected during the panel discussion, and personal interviews, as well as access to confidential school or other records.

Furthermore, the respondents participated in the survey voluntarily, and the use of self-administrated questionnaire was done in order to reduce any error or bias caused by the presence of the interviewer.

In addition, experienced interviewers purposely administered the survey and not the educators or someone who holds top managerial position in the school or the Ministry of Education and Culture. This was done in an attempt to minimize any bias, which could have been caused due to the position of authority they hold.

Approvals for translating and reproducing the TSCC scales and the Beck Youth Inventories were granted in a written agreement between the publishers and the researcher. Subjectivity is a challenging issue and an inside researcher should always be extremely careful and aware of the difficulties that might be encountered. Objectivity was emphasized throughout the study. Reflection and emotional detachment were stressed in an attempt to provide solid and reliable findings.

In addition to the above, the researcher should always be fully aware about the pros and cons, which derive out of his or her position as an inside researcher. Robson, (2000) classifies as insider researcher someone who carries out a study in his or her work setting. As practitioner researchers, they should have insider knowledge not only of systems but also of the individuals they designate as subjects and this creates a different ethical position (Gibbs, Costley, 2006). In cases of insider research, the concept of validity might become problematic because of the researchers involvement with the subject of the study. More specifically someone may question the researcher's objectivity and results may be distorted. To avoid such problems, a group of educational psychologist was involved and triangulation of theories as well as methodologies will be employed. The insider researcher should at the same time act as an outsider using reflection and objective judgment.

On the other hand, there are also many cited advantages of insider research. Some argue that insiders have knowledge, which the outsider is not privy (Hamel, 1993). Additionally, Hammerley (2000) stated that the insider researcher has the ability to share the social world of the participants and therefore is less likely to experience culture shock but on the contrary, the participants will show understanding and appreciation. According to Hammersley (2000), better communication and rapport can result due to the familiarity between the researcher and subjects in case of insider research.

Taking into consideration the experience I have gained in the area of research and the awareness I had over the possible objectivity problem, I feel confident that I am in a position to deal effectively with the problem of objectivity.

My current position as a research assistant helped me realize the pros and cons of acting as an insider researcher. The years of experience in the school system helped me improve my communication skills and I am confident that I can easily establish rapport with students and educators.

Summary

The purpose of this research study was to explore how individual, family and social factors are related to female adolescents engaging in delinquent behavior in schools.

This chapter contains a description of research methodology and procedures that were used in conducting the analysis of the collected data. In addition, the chapter provides a detailed explanation of the methods and statistical techniques that were used to ensure reliability and validity of the survey instrument.

The study reported aims to provide a theoretical framework for delinquency and its different parameters in secondary schools in Cyprus. The methodological models proposed enable the identification of the dimensions constituting the phenomenon of delinquency and its extent in secondary schools in Cyprus. This allows for comparisons to be made and effective interventions to be implemented. It further provides a reliable valid and concise instrument for assessing female delinquency in schools.

A set of recommendations for the prevention and treatment of female delinquency are derived and suggestions are made to stakeholders for effective interventions.

The result of the project is a preparation of a report that underlines the major findings and offer recommendations for effective interventions in schools.

Educators, educational psychologists and school personnel will be informed about the study and provided with guidelines in dealing with delinquency effectively. The Ministry of Education and Culture will be informed of the study and its findings and the development of programmes in the schools will be differentiated based on the results of the project.

CHAPTER 4

PROJECT ACTIVITY

Introduction

This chapter provides a detailed description of the development of the research project and presents the different stages of this research study. This project in the context of a work-based study intends to have practical implications and provide new insights into the areas of psychology and education. The main objective of the research project is to provide not just a theoretical framework about female juvenile delinquency in schools and its diverse parameters, but also to have practical implications for professionals, students as well as parents of adolescents, by providing suggestions and recommendations for interventions within the secondary school system.

The research study included a survey, questionnaires, checklists and inventories as well as focus groups and participant observation. Moreover, a psycho-educational program was developed and implemented in a single secondary school (act as a case study) in an attempt to provide preventive and therapeutic interventions of female delinquency and antisocial behavior. This preventive program was evaluated and suggestions were made to stakeholders and those in the decision making process about the development and implementation of preventive and therapeutic interventions in the schools.

By the examination of the various aspects of the phenomenon of female delinquency in schools, suggestions for the development and enhancement of a network of protective factors within the school system were made possible. A pedagogical programme based on research findings that can provide efficient mechanisms for effective prevention and intervention of female delinquency in schools was developed.

This project was carried out with the collaboration and useful participation of many professionals from the Ministry of Education and Culture as well as from the University of Cyprus (Department of Law). Educators in secondary schools in Cyprus provided valuable help and supported the development of the project. Response rate of all the secondary

schools approached was extremely high (only one school declined to participate). The response rate of students and parents was also extremely high with only one student refusing to participate in the survey.

The development of a preventive psycho-educational intervention in a secondary school (case study) also required the collaboration and support of many professionals in the areas of education and psychology. The administrator of the secondary school in which the program was developed as well as all the educators, students and parents worked as a team for the successful implementation of the programme. In addition, community based services provided their help and support when needed, for the implementation of the programme within the school. The development of this work-based project was the result of the close cooperation of many professionals, students as well as parents. The overall development of the project was based on teamwork and exchange of ideas between many professionals from the areas of education as well as psychology.

This chapter presents each stage of the designed project and describes all project activity in detail. Further, it presents the rationale behind every part of the project and finally it describes the way each stage overlaps with the others in an attempt to provide a holistic picture and explain the phenomenon of female juvenile delinquency in secondary schools in Cyprus. All project activities are explained and presented in a way that facilitates the understanding of the different aspects of the study and the way these aspects interrelate to form a coherent context for the exploration of a complicated phenomenon like delinquency.

Design

The Primary Study

The first phase of the study was a survey (self-reported delinquency questionnaire) that was completed by secondary school students all over Cyprus and intended to measure the extent of the phenomenon of juvenile delinquency. The second phase of the study included a questionnaire, checklists and inventories as well as focus groups and participant observation. A secondary school in Cyprus was included in this phase as a case study. Female students were evaluated for depressive symptomatology, and for experiencing trauma-related events. The relation between self-reported delinquency depression and prior traumatic experiences was examined. Finally, a third phase included the implementation of a community-based program in the same secondary school. The program was evaluated and suggestions to educators as well as to stakeholders and those in the decision making process were made. The intervention was a nine-month psycho-educational program called Communities that Care.

Scope of the Project

The project is supposed to study in details the phenomenon of female juvenile delinquency in secondary schools in Cyprus. It intends to study the different parameters of delinquency and provide suggestions for effective interventions. It explores the relation of depression and depressive symptomatology, prior traumatic experiences and ethnic background to antisocial behavior by females in the schools.

The result was to develop and implement an intervention and a preventive program in a secondary school (case study) in an effort to target at-risk population. The program referred to students, school personnel, parents and the community. An evaluation of the program was developed and suggestions were made to stakeholders based on research findings.

The project was designed to study female juvenile delinquency in secondary schools in Cyprus. The first objective of the study was to examine the extent of the problem of female delinquency in secondary school system in Cyprus.

The school system in Cyprus is constantly facing difficulties with antisocial behavior and thus schools very often seek help from the Educational Psychological Services of the Ministry of Education and Culture or from other services (police, welfare, Clinical psychologists or psychiatrists). Experientially anyone that works within the school system knows that the frequency as well as the quality of the problems of antisocial behaviour are changing, becoming more severe and constantly increasing. However, at the time there is a lack of any epidemiological study regarding the extent of the problem within the school population. This makes intervention programs difficult to be developed and population at risk to develop antisocial behaviour difficult to be identified. The Educational Psychological Services assesses diagnoses and provides counselling to individual students that are referred to the service due to delinquent or antisocial behaviour. Educational psychologists work with the schools, the families and the students to provide support, counselling and therapy to students with challenging behaviour. During the last years, the number of students with emotional and behavioural problems in secondary schools that are referred to the service is increasing and most of the working time of educational psychologists is allocated to juvenile delinquency or antisocial behaviour in schools.

Some programs were developed and implemented within the school system by the Educational Psychological Services in an attempt to provide preventive or therapeutic interventions of delinquency. However, there is still a need for research-oriented studies and programs that will be based on research findings for more structured and valid programs to be developed and applied within the schools.

Appendix G- Educational Psychology Services Statistics

Appendix H- Research study of Educational Psychology Services- A presentation of The Educational Psychological Service individual referrals during the school year 2006-07.

Instrumentation

1. Drawing on similar studies internationally, *a self-reported delinquency questionnaire* (by the ISRD study, 2003) was used in a school survey to provide information regarding the extent and nature of the problem. Demographic and ethnic identity data was also collected.
2. *Beck Youth Inventories* (Beck, Beck & Jolly, 2005), were used to assess depression and depressive symptoms.
3. *The Trauma Symptom Checklist for Children* (TSCC-A), (Briere, 1996), was used to measure abuse among the same school population.
4. *ISRD-2 Self-reported delinquency questionnaire*
5. *Focus groups* were also conducted
6. Finally, systematic participant observation of a representative sample of female students in their natural setting (classroom and school environment) was included in the survey. Through observation, the behaviour of female delinquents was recorded and analyzed and the interventions of educators were examined

The ISRD-2 Study

(The Second International Self-Report Delinquency Study in the context of the European Project Daphne)

The first International Study on self-reported delinquency has been undertaken in 10 European countries and the U.S.A. (Junger-Tas, Marshall & Ribeaud, 2003). The study was launched in 1990 and included a sample of 10,371 youths between the ages of 14 to 21. The objective of the study was to discuss problems in measuring self-reported crime and delinquency among youths in different countries.

The organization of the second ISRD study was considerably tightened and the study has been undertaken in 33 countries. Most of the countries involved were mainly European but non – EU member states were also included in this international study. Norway, Russia, Switzerland, Bosnia-Herzegovina, Armenia, Canada, Surinam, Venezuela, the Dutch Antilles and Aruba also participated in this international research study on self-reported delinquency. In an attempt to merge the databases of all countries and compare the findings, a common core questionnaire was used and common sampling methods, survey administration, data cleaning, data entry and data analysis were employed. The study is cross-cultural and cross-national and thus comparability using a standardized questionnaire can be made possible. The long-term objective is to develop databases that will be systematic and will provide comparative surveys. The design of these systematic studies will allow for comparisons among countries and thus offer possibilities for policy development and changes regarding youth antisocial behaviour worldwide.

A small steering committee has worked to coordinate this international project in an attempt to provide common methodology, common research instrument, sampling methods, data entry and analysis.

The Second International Self-Report Delinquency Study (ISRD-2) in Cyprus was coordinated by the University of Cyprus, Department of Law and started in 2006. The aim of the study was to ensure participation of Cyprus in the ISRD-2 project and to collect relevant data about extent and frequency of different forms of delinquent behaviour and criminal activities among juveniles in the secondary school system. Self-report studies provide an alternative source of data collection since official figures on crime and delinquency sometimes have serious limitations and errors. This initial stage of the project was based on a fixed non-experimental design using a questionnaire-based survey.

The aim of this stage of the study was to measure the extent of the phenomenon of female juvenile delinquency in secondary school system in Cyprus. The study has been conducted at Cyprus University's Department of Law. Start and end dates for the fieldwork were

September – November 2006. The research was conducted with the written consent of the Ministry of Education and Culture.

** Appendix F: – List of participants in the ISRD-2 study*

Rationale

In Cyprus, educators, educational psychologists and many more professionals that work with schools know experientially that delinquency, school violence is increasing dramatically, and that the school system is constantly facing the challenge of dealing with the problem and providing adequate mechanisms for prevention and early interventions. It is not, however, possible to ascertain whether the increase is real or it is due to increased reportability and changes in recording practices by the police and school authorities. Little research has been carried out into delinquency in general (Kapardis 1985, 1986; Hadjivasilis 2003 and female offenders in particular (Nicolaidis, 2003). The 2nd International Self-Reported Delinquency (ISRD-2) study was chosen to provide an indication of the extent of the problem of delinquency and youth crime in schools in Cyprus. It is a major project that includes a large population sample and can thus provide reliable results. Moreover, it will help us compare the severity of the problem in Cyprus with many other countries and understand the different aspects of the phenomenon of juvenile delinquency.

There is an urgent need to estimate, examine and compare the nature and extent of the phenomenon of delinquency in secondary schools in Cyprus and the ISRD survey offers an opportunity for conceptualizing this challenging problem and its diverse parameters. It will further provide the opportunity to compare the phenomenon of secondary school-aged delinquency in Cyprus with that in other countries.

Juvenile delinquency in the Republic of Cyprus

This research project pertains to the free areas of the Republic of Cyprus only because the northern part of the island has been occupied since 1974 when Turkey invaded Cyprus

militarily. Due to the invasion and the continuing division of the island, it has not been possible to include the occupied areas in the ISRD-2 Cyprus survey.

Juvenile delinquency can be defined as “Behavior involving the use of force or fraud, acts of defiance and disobedience and acts that deliberately cause harm to self or others exhibited by a minor “(Gottfredson & Gottfredson, 1992). In the republic of Cyprus, a juvenile is defined as someone who is less than 17 years of age. Recently, the age of criminal responsibility in Cyprus was raised from ten to fourteen years in 2006. According to the criminal Code a person under the age of 10 is not considered criminally responsible for any act or omission (Amendment Law 15 (1)/99). A person under the age of twelve is not considered criminally responsible unless it is proved that at the time of committing the act he had the capacity to know that he ought not to commit it. Cases of children 10 years under 14 years are referred by the police to the Department of Social Welfare services.

Delinquency in schools is a phenomenon that adversely affects the learning process. In Cyprus, official statistics and media reports indicate that delinquency and school violence has been increasing significantly the last ten years and the school system is now facing the challenge of dealing with the problem and providing adequate mechanisms for prevention and early interventions.

Drawing on the latest annual criminal statistics available at the time, in 2004, 20% juvenile cases investigated were not brought before a court and of those brought before a court 83% were convicted. Regarding the sentences imposed, 52% were fined, 23% were put on probation, 14% were sentenced to a term of imprisonment that was suspended and, finally, 4% were sent to prison. It should also be noted in this context that an average of 28.4 months passed from the day a juvenile committed an offence until the case was decided by the Attorney General of a sentence imposed by a court.

In Cyprus, as far as the courts are concerned, it needs to be emphasized that there is yet no separate Juvenile Court per se. The same court and the same personnel deal with cases regarding juveniles as well as adults. The sanctions available to courts in dealing with a

juvenile are: a fine, assurance to be of good behaviour, assurance to return to court to hear the judgment of the Court, supervision order, probation order, probation order with a condition for Community Service, placing a juvenile into the care of the Department of Social Services of the Ministry of Labour and Social Insurance, a suspended term of imprisonment, and imprisonment.

The Republic of Cyprus has a population of 778,800 people (Demographic report, 2006). This number refers to the population in the free areas of the Republic of Cyprus. An estimation of the population that includes Turkish Cypriots is 867,600 people (Demographic report, 2006). Drawing on the annual criminal statistics for the period 1994-2005 published by the Statistical Service, Ministry of Finance, and statistical data made available by the police regarding serious offences reported to them and investigated by them, we can conclude that serious crime has been increasing significantly during the last twenty years. A total of 2,392 persons (2,177 males and 215 females) were proceeded against for serious offences in 2005, compared to 1,823 males and 184 females in 2004. The share of women to the serious crime though increasing remains relatively low compared to that of men: 2005 (215), 2004(184), 2003(169).

Juveniles involved in the commission of offences both serious and minor reached 257 in 2005. Of those 19 were girls. The number of girls that committed an offence increased from 2.3% in 2004 to 7.4% in 2005. Juvenile delinquency continues to be mainly reflected in offences against property.

According to the Criminal Code, a person under the age of ten is not responsible for any act or omission. In 2005, the total number of juveniles involved in the commission of offences was 257 of which 238 were boys and 19 were girls.

See Appendix H: Criminal Statistics

Sample Design

Definition of Student Population Sampled

Secondary school students in years 7-9 from all five districts Cyprus (i.e. Nicosia, Limassol, Larnaca, Paphos and Famagusta) were included in the sample. A total of sixty-nine lower secondary schools were used to draw the sample. Public schools for which written permission to conduct the survey had been obtained from the Director of Secondary Education were included in the survey.

Private schools were excluded. For the purposes of this study, lower secondary schools (Gymnasia) were selected due to the age limits imposed (12-15 years, grades 7-9). The reason for choosing this particular age-range has to do with compulsory education policy in Cyprus. Education is compulsory until fifteen years of age and most of the students with severe antisocial behaviour (delinquents) are leaving the school system after that age. It should also be noted in this context that technical secondary schools commence in year ten and, thus, were excluded because they were beyond the scope of the survey.

Sample Size

School samples were used since they allow for better representation of juveniles and ethnic minorities. A representative sample of 2500 students (oversampling 5%) was drawn for the survey. Mainly due to a small number of students being absent on the day the survey was administered at a particular school, the survey sample actually included was 2,360 (i.e. 94.3%). Of those students, 1174 (49.2%) were males and 1,186 (49.7%) were females.

Procedures for Selecting the Sample

A city-based stratified sampling design was used and consisted of three stages:

- (a) Selection of all major cities in Cyprus, namely Nicosia, Limassol, Larnaca, Paphos and Paralimni (Famagusta city itself is in the occupied part of Famagusta District).
- (b) In every city, proportional selection of secondary schools by size, urban-rural location, SES of locality and size of school.
- (c) Proportional selection of classrooms for each of three grades at each school

(d)Proportional selection of pupils by gender.

This translated into a final sample of 16 secondary schools in all major cities of Cyprus.

Data Collection

Data collection took place in 2006 during the months of September through November. A team of four interviewers was trained to conduct the survey (University staff). Brief training sessions were held prior to the administration of the survey.

Letters of invitation of the study's objectives and how it was to be conducted were sent to the administrators of the schools included in the survey and to the teachers of the selected classes. A letter was also appended to be sent to parents or guardians of students of the selected classes informing them about the study, its goals and objectives and that it was based on voluntary participation and confidentiality issues.

Parental informed consent was given in writing and was sent to the head of the school.

Fieldwork

Initial Contact with Schools

The administrators of each school selected were initially contacted by telephone. Interviewers called each school to establish contact and obtain collaboration with principals. Interviewers set up appointments for the distribution and completion of the questionnaire.

During their visit to the schools, interviewers introduced themselves to the principal and discussed the details of the survey. The questionnaire was administered during regular class time (one period lasts 40 minutes). Interviewers administered the questionnaire in each class. Teachers were not present during the administration of the survey. All students in class participated in the survey (including students of different abilities, students with special educational needs, and students of different ethnic backgrounds).

Once in classroom and before the administration of the survey, interviewers introduced themselves to the students and briefly explained the objectives of the survey. They explained students that the survey was anonymous and voluntary. Students' participation

was based on their informed consent. After the distribution of the questionnaire, the interviewers read aloud the directions and asked students to feel free and answer each question honestly. Each student placed his or her completed questionnaire in an envelope and sealed it.

Data Processing

Epidata was used to input data from questionnaires. Coding was common for all countries included in the survey. Cleaning of data was completed and SPSS was then used for data analysis.

Stage two

Case Study

To address and counteract the limitations of a case study approach, two investigators were involved in the development of the case study plan. The investigators followed the same set of procedures and rules in an attempt to make the inquiry open to crosschecking. Investigators were involved in the first stages of the development of the case study plan thus; they conceptualize and understand research questions in the same way. The plan contained details of data collection procedures and the general rules of the study.

Events and situations were seriously taken into consideration instead of directly interpreted, evaluated and judged by the researcher. Theoretical statements were not generated ahead of the study but were supported by the evidence presented. Issues of reflexivity were constantly emphasized throughout the research project.

Rationale

A case study approach was used in this stage of the project since the survey instrument used earlier (ISRD-2) referred to a large and representative sample of the population of interest. This stage of the study was designed to be more in-depth and thus yield more qualitative data. As such, a case study approach was chosen since it can provide insight into other similar situations and can at the same time yield data that can be strong in reality. One of the strengths of case studies is that they observe effects in real contexts,

recognizing that context is a powerful determinant of behaviour. A single school in Nicosia was chosen since it is a school that has difficulties with antisocial behaviour and refers many students to the educational psychological services for assessment and diagnosis due to behaviour problems. Moreover, this school is in a community where an innovative program is being developed and implemented (Communities that Care) and we can thus examine and evaluate the effect of this program on female school delinquency.

Sample Design

A non-probability, purposive sample was selected to target a particular group of students. A secondary school that constantly faces difficulties with antisocial behavior and refers a large number of students to the educational psychological services of the Ministry of Education and Culture annually due to antisocial and violent behavior was selected as a case study.

Quota sampling was also employed in an attempt to represent important characteristics in the proportion in which they can be found in the wider population. Like a stratified sample, quota sampling strives to represent significant characteristics of the wider population. It seeks to give proportional weighting to selected factors, which reflect their weighting in which they can be found in the wider population. For the purpose of this study, those factors included gender, ethnicity and socioeconomic level.

Sample Size

A secondary school in Nicosia was selected for the second stage of the study. A number of hundred and fifty secondary school female students in grades 7-9 (ages 12-15) from this particular school in Nicosia were included in the second phase of the project. A total number of 119 female students finally participated in the study.

Data Collection

Data collection took place in 2007 during the months of November through January 2008. Two interviewers (educational psychologists) administered the tests, conducted focus groups and participant observation. The leader of the research coordinated the activities of

the interviewers in an attempt to ensure that common procedures were used and interruption of the schoolwork was minimized. Brief training sessions were held prior to the administration of the instruments.

Letters of invitation of the study's objectives and how it was to be conducted were sent to the administrator of the school as well as to the teachers of the selected classes. A letter was also appended to be sent to parents or guardians of students of the selected classes informing them about the study, its goals and objectives and that it was based on voluntary participation. The letter also informed parents about confidentiality and anonymity of the findings. Parental informed consent was provided in writing as requested.

Fieldwork

Beck Youth Inventories and Trauma Symptom Checklist for Children

Interviewers (educational psychologists) contacted the school by telephone and arranged meeting with the principal and the counselor of the school. Two educational psychologists visited the school and informed the principal as well as the counselor of the details of the project. Further, they arranged meetings for the completion of a battery of tests (Beck youth Inventories and Trauma Symptom Checklist, part of the self-reported delinquency questionnaire based on ISRD2 study), for the development of focus groups and for participant observation in the school environment.

During their visit to the schools, interviewers introduced themselves to the principal and discussed the details of the project. The Beck Youth Inventory (BYI-II) together with the Trauma Symptom Scale for Children (TSCC-A) as well the self-reported questionnaire on delinquency (ISRD-2 study) was administered during regular class time (one period lasts 40 minutes). Interviewers administered the tests in the library of the school. Teachers were not present during the administration of the survey. All female students in class completed the tests.

Once in classroom and before the administration of the tests, interviewers introduced themselves to the students and briefly explained the objectives of the survey. They

explained students that the survey was anonymous and voluntary. After the distribution of the booklets, the interviewers read aloud the directions and asked students to feel free and answer each question honestly. Interviewers managed to develop a friendly atmosphere and tried to gain students' trust. When finishing, each student placed his or her completed booklet (that included Beck Youth Inventory, Trauma Symptom Checklist and the self-reported questionnaire) in an envelope and sealed it.

Data Processing

Editing and coding of data was done by a computer using epidata in the case of the self-reported questionnaire and by the researchers in the case of checklist and inventory. Data analysis was done using SPSS program.

Focus Groups

Focus groups are a form of group interview that emphasizes the interaction within the group who discuss a topic that the researcher supplies. It is from this interaction of the participants that data emerge. They bring together a chosen sector of the population to discuss a particular topic and this interaction of the group leads to data and outcomes.

The use of focus groups is growing in educational and psychological research during the last years. The reliance is on the interaction within the group who discuss a topic supplied by the researcher (Morgan, 1988). It is through the interaction of the participants rather than the interviewer that the ideas and views of the participants can emerge. Focus groups are intended to bring together a selected group of individuals to discuss a particular topic, in this case female antisocial behavior in schools, and their discussion leads to data. The discussion that focus groups develop is very focused on a selective subject and therefore can produce valuable outcomes and data.

In this research study, focus groups were triangulated with participant observation, questionnaires and checklist to address the complicated issue of female delinquency and its diverse parameters. Group homogeneity and group size are very important issues that must be taken into consideration in running focus groups. Twelve female students of the same

age group participated in each focus group. Five focus groups were developed to allow comparisons within groups and to provide representative data.

The students selected shared common experiences (age, gender, school experiences) and that facilitated communication, promoted exchange of ideas and thoughts and developed an overall sense of safety in the groups.

The Interviews

Five focus groups with female students were developed in the school setting two weeks after the completion of the tests (TSCC-A and BDI Youth). Random sampling was used (60 female students were included from those that have completed the tests). Each focus group included no more than 12 female adolescents. Over-recruiting by 20 per cent allowed for people not turning up on that day. Sampling is extremely important and extreme care was taken with it in an attempt to have homogeneity of background in the group. Two qualified educational psychologists acted as moderators. Psychologists ensure that every participant had something to say about the topic and that everybody felt comfortable to express his or her ideas, thoughts and feelings in the group.

In each group, moderators presented each question to the group. Posters were used and each participant used a pencil to write his or her opinions, ideas, thoughts or feelings about the questions presented. Each session lasted two school periods (80 minutes). Teachers were not in the room during the interviews in an attempt to secure confidentiality and not to intervene during the discussion. Therefore, students felt comfortable to express their ideas and thoughts freely.

Each group was presented with seven questions regarding female antisocial behavior and juvenile delinquency in schools. The questions were presented one at a time by the moderators and each member of the group expressed her ideas on a voluntary basis.

Each question was allocated about 10 minutes and finally all answers were posted on the walls of the room. The first five minutes of the interview were used for introduction and for making students feel comfortable and free to express their views and ideas.

The purpose of the interview was to investigate the ideas of female adolescents regarding delinquency, its different parameters and the way the school system deals with this phenomenon.

Open-ended questions were used since they permit a more in-depth discussion and allow the researcher to conceptualize better the beliefs and ideas of the respondents. An example of such an open question is “What do you think is the role of the family in the development of antisocial behavior?”

Indirect, non-specific questions were used to ensure frank and open answers since they can make the purpose of the questions less obvious to the participants.

The questions included in the interview were discussed with colleagues at the Ministry of Education and Culture (Educational Psychologists, Educators) and were the following:

- 1. What do you consider as antisocial behavior in your school?*
- 2. Do you believe that there is a serious problem of female delinquency in your school?*
- 3. How do the teachers in your school react when a student is constantly involved in antisocial behavior?*
- 4. Why do you think a student reacts negatively and gets involved into antisocial behavior in your school?*
- 5. What actions do you think must be taken to face this problem and prevent antisocial behavior in your school?*
- 6. What do you think is the role of the family in the development of antisocial behavior?*
- 7. What do you think is the role of peers in the development of antisocial behavior?*

The ethical dimensions of the interview were taken into serious consideration. Informed consent of the participants and confidentiality issues were ensured and respected. Written informed consent of parents was provided.

Participants were informed of the scope of the research and constantly reminded that their participation was voluntary. Access to the data was allowed only to the interviewers and the researcher.

Data Processing

Data from focus groups is qualitative and thus inevitably interpretive. Natural units of meaning were generated, categorized, ordered, and then interpreted. Frequencies of occurrences, pattern of same theme, clustering of items, factoring and identifying relations between variables were the steps taken for interpreting data adequately.

Participant Observation

Observation studies are superior to surveys when data are being collected on non-verbal behavior. They provide an opportunity for data to be recorded for ongoing behavior as it occurs in the natural setting.

Bailey (1978) identifies some inherent advantages of participant observation in educational research. Firstly, they can provide information on non-verbal behavior and record data at the time it occurs. Researchers can develop more intimate and informal relationships with those they observe in their natural settings than in experimental conditions or during surveys. Observations are less reactive and less biased than surveys or other techniques that rely on verbal and structured conversation. Recording of observation is significant and must be done in an organized way. The notes must be recorded as quickly as possible and as clearly as possible. The issue of disruption to individual participants that participation might entail should also be taken into consideration.

Initially, a pilot study was conducted, to ensure that the observational categories were appropriate and could effectively operationalize the purposes of the study. In the case of this research, observation was recorded in field notes written at several levels (at the level of description they included quick words or symbols, reconstruction of conversations, description of events, behavior and activities). At the level of reflection, field notes included reflections on the descriptions and analyses that had been done, on the methods used in observation, on ethical issues, attitudes, emotions and thoughts.

Prior to the observation, the educational psychologists used a common definition of juvenile delinquency and antisocial behavior in an attempt to examine common behaviors and record common data.

Two experienced educational psychologists were observing female students in class as well as in the yard during break time for two weeks. They recorded notes regarding Numbers of students that interfere during lessons, antisocial, violent behavior during lessons, reactions of educators, reactions of peers and outcome of the behavior.

They also recorded notes regarding antisocial behavior during breaks that included; number of students involved in antisocial behavior, examples of antisocial behavior, reaction of educators, reaction of peers, outcomes of the behavior.

Data Processing

Qualitative and quantitative data from observations was categorized and presented in a way that made it interpretive. Classification, categorizing and ordering data to produce meaning and interpret the interview outcomes was used. Noting repeated patterns or themes, clustering items into categories, identifying relations between items helped the researcher made conceptual coherence and creating constructs to explain the phenomenon under study. Data was organized in such a way that comparisons, contrasts and insights could be made in order to be interpreted and provide meaning. Discourse analysis was employed in an attempt to explain the way participants constructed their world and the way meaning was constructed through language and from a personal point of view. Observed interactions of participants as well as participants' responses were analyzed aiming at understanding motives, interests and thoughts.

Rationale

The use of Beck Youth inventories as well as Trauma Symptom Checklist is an easy and quick method of gathering information regarding depressive symptomatology and prior traumatic experiences. Moreover, they provide a way to study the relations between depression and trauma to female antisocial behavior.

Focus groups and participant observation can produce more in-depth, qualitative data. The development of focus groups helped the researcher captured the diverse aspects of the phenomenon and understand how adolescents themselves think and feel about delinquency and its diverse parameters. Focus groups provided opportunities for in depth discussions, suggestions and recommendations coming directly from female adolescents. Participant observation can provide real information at the time it happens and on the setting that is under investigation.

Reliability and Validity of Qualitative Data

The most practical way of achieving a greater validity of the interviews is to minimize the amount of bias. Such bias includes the characteristics of the interviewer, of the participants, and the content of the questions. The reliability of interviews can be enhanced by structuring the interview questions in such a way so that each interviewee understands the question in the same way.

To ensure greater validity and reliability of participant observation data, we need to ensure that researchers enter data into the appropriate categories consistently and accurately.

Stage three

Program Development and Implementation

Communities that care is a process that was first developed in the U.S.A. by professors J. David Hawkins and Richard M. Catalano of the University of Washington in Seattle. Today it is being applied in more than 600 American Communities, in the U.K, Australia and the Netherlands. It is a process that works on a local community level and aims to strengthen individuals, families, schools and communities by reinforcing healthy behaviors

and promoting positive social values. Communities evaluate the risks that affect the healthy development of children and youths and implement research-based programs to eliminate those risks under a violence prevention process. Through the process, communities use their existing resources in an effective way to confront antisocial and delinquent behavior and positively affect the development of youths. Collaboration is an important aspect of the process since government agencies, service organizations, schools and the community work together to provide adequate support to children, adolescents and their families. Communities that Care is a prevention programme based on an understanding of risk and protective factors, which aims to identify and reduce:

- Youth crime and anti-social behaviour
- Drug (including alcohol) abuse
- School failure
- School age pregnancy

Communities that Care aims to enhance the level of protection and to reduce the risks of antisocial behaviour and adolescent problems, making it less likely that children and youths will be involved in crime as they grow into young adults. In Cyprus in 2006, one community (Municipality) adopted and applied the Communities that Care process in an attempt to eliminate risk behavior among public school students. The process provides technical support and training to local coordinators to empower communities in their efforts to prevent and confront delinquency and youth crime.

This Municipality in collaboration with Doves Olympic Movements implemented a sport and education initiative. In this context, children and youths are taught to set-goals, increase problem-solving skills, increase creativity, identify social goals and develop healthy habits. Everyday, more than 160 participants meet to practice sports (basketball, football, volleyball, handball), to enjoy dance (Greek dances, salsa, tango)

to practice theater, music and painting. During the weekends, participants can practice non-traditional sports and activities (skiing, rock-climbing, canoeing, shooting and so forth. The program also includes an educational component that has two phases; with discussions during daily meetings (emotional education and conflict management), and weekend lectures from experts about issues that interest adolescents such as sports and violence, hooliganism, anorexia-bulimia, road safety, and many more. In Cyprus now, the process includes 160 children and youths that are actively involved in educational as well as athletic activities. Small groups of children and youths participate in discussions, workshops and lectures about different topics of interests. Athletic activities are organized during the afternoons and youths of the community can choose among different sports. Students with behaviour difficulties are referred to the programme by the secondary school counselor and can benefit from the activities provided. Parent workshops are developed during the afternoons and different topics of interest are discussed and analyzed with the help of school psychologists and counselors. Communities that care make it possible to identify those risk factors in the lives of local youths that are making them vulnerable to violence and antisocial behavior. The community works in close collaboration with schools to identify those students at risk to develop delinquent behaviour and provides support through systematic psychological counseling and through creative activities. Students as well as parents receive support and counseling by qualified psychologists on a systematic basis.

Weekly meetings are held and issues relevant to adolescents and their problems are discussed in groups. These workshops with parents provide opportunities for discussions and in depth analysis of everyday issues that they have to deal with in school or in the family. Communities that Care, has developed a large body of expertise in the identification, measurement and analysis of the risk and protective factors experienced by young people within a community.

Characteristics of the Process

The whole process is inclusive in that it engages all areas of a community to bring about change and positively affect the development of youths. It is preventive and proactive in nature as it attempts to identify and address those at risk areas before young people become involved in problem and antisocial behaviours. The main difference of this process than other programs now implemented in schools in Cyprus is that is research-based as well as community –based. Every aspect of the program is evaluated and assessed thus; its efficiency is validated through research from diverse fields (psychology, sociology, education, criminology, medicine and public health). To bring about positive change in schools and the community a program needs to be specific and address the values, needs and existing resources of each school or community.

The first step of the process is to identify those predictors of both problem behavior and positive youth outcomes based on research studies across a number of fields. Each community then collects the right data to identify local needs as well as local resources. A community action plan is then developed to promote healthy behaviours and to provide a supporting environment for children and adolescents. The plan organizes research on protective factors and aims to promote healthy, positive behaviours of youths. To promote healthy behaviours, communities need to address core beliefs and standards that are widely supported and shared by the public and by those affecting the lives of young people.

A dialogue then begins that engages all members of the community about those beliefs and attitudes and young people are involved in a dialogue that promotes positive thinking and thus positive behaviour.

Protective and Risk Factors According to the Programme

Research has identified protective factors in four domains within Communities that Care process, family, school, peers and community. Program coordinators work with staff to identify and collect community resources and to assess community resources and gap

analysis of the community. Then, risk and protective factors are identified and a community action plan is developed to implement effective prevention strategies.

The process has several stages:

- Definition of the problem
- Identification of Risk and Protective factors
- Intervention
- Program implementation and evaluation

The goal of the process is to enhance healthy behaviors by empowering students, parents and the community in general through techniques and systematic support. Communities that Care promotes healthy habits, attitudes and behaviors by involving family, school, peers and the community, in developing healthy beliefs, building bonding, attachment and commitment. This can be achieved by providing opportunities and skills to parents as well as to students and by the recognition of individual characteristics of each participant.

Risk factors exist in all areas of an individual's life. The more risk factors the greater chances of problem behavior. The process provides consultation and training to parents and students in an attempt to promote positive development of children and youths.

Through the communities that care process, risk and protective factors are identified and assessed to prevent adolescent problem behavior, substance abuse, delinquency, teen pregnancy, dropping out of school and violence.

Research has identified risk factors that are reliable predictors of adolescent substance abuse, delinquency, school dropout teen pregnancy and violence:

Community risk factors

- Availability of drugs: The more available the drugs are in a community or in a school the higher the risk of young people abusing drugs and become drug dependent.
- Community laws and norms that promote problem behaviour: The attitudes, beliefs and norms a community holds in relation to violence and antisocial behaviour are

communicated to youths in a number of ways. Expectations of parents, teachers or peers are affecting directly or indirectly the behaviour of adolescents and promote problematic or positive behaviour.

- The role of the Media: There is a strong relation between media promotion of violence and youth aggressive and antisocial behaviour.
- Transitions and mobility: High rates of mobility create increased risk of problem behaviour. Transitions from elementary to secondary schools and to the workplace if they are not smooth and gradual can also increase the risk of aggressive and violent behaviour and acts.
- Economic disadvantage: Extreme economic deprivation can increase the risk of problematic behavior. Children and adolescents who live in economically deprived areas are more likely to engage in crime and delinquency.

Family risk factors

- Family history of violence : Youths that live in a family that its members act violently towards each other have a greater risk to become violent and to engage into antisocial behaviour.
- Family attitudes towards problem behavior: Research indicates that a family environment that promotes violence, conflict and antisocial behavior can have negative effects on the development of a child.
- Family management problems, lack of expectations, failure to monitor children, inconsistent or excessive punishment.

School risk factors

- School failure
- Lack of commitment to school
- Friends involved in antisocial behavior

Individual risk factors

- Early antisocial behavior

- Gang involvement
- Favorable attitudes towards violence
- Early initiation of problem behavior

Communities that care also identify those protective factors in the community that their existence prevents problem behavior and encourage positive development.

Protective factors according to research include:

- Individual characteristics of children: gender, temperament, intelligence, etc.
- Healthy beliefs and attitudes: expectations of family, school and the community in general
- Bonding: Emotional attachment and bonding with significant adults, family members, teachers and other responsible persons.

Through the process, risk factors in each community are identified, assessed and evaluated and at the same time, existing resources (protective factors) within the community are explored and analyzed. Programs can be developed that include schools or specific classes, families, parents or teachers within the community. Workshops or individual sessions can be developed and implemented to promote healthy attitudes and beliefs in an attempt to target problematic behaviour.

Communities that Care as Part of the Project

This project in the framework of an action research study, intends to provide suggestions and recommendations for preventive and therapeutic interventions within the school system to cope with the phenomenon of female delinquency. The process of “Communities that Care” provided a guideline for the development of an intervention that includes the school, the family as well as the community and addresses the needs of a specific group of students.

In the case of this research project, the school psychologist of the secondary school involved, in collaboration with the school counselor decided which female students could

be included in the process of Communities that Care and involved in the athletic, educational activities or therapeutic process.

The whole process started with the referral of a student case from the school to the educational psychology service of the Ministry of Education and Culture. The referral was handled according to the common practice educational psychologists follow. At first, a meeting with the educational psychologist, the student and her parents was arranged at the office. An interview with the student and the parents provided background information and an indication of the difficulties of the student as well as her family (sometimes additional testing or additional meetings were required –intelligence or/and achievement testing).

The school psychologist then visited the school and discussed the case of the student with the school counselor and other educators that knew the student well, in an attempt to understand the situation better and get a picture from the school regarding the student's behavior.

Based on the findings, the school psychologist suggested to the school counselor that the student should be referred to the programme and then another meeting was arranged between the school psychologist, the counselor, the parents as well as the student. During this meeting, the programme and its objectives were presented to the family and they were referred to the local Municipality for further details and appointments.

The decision to refer a student to the program was based upon the observed behavior of the student and her involvement in antisocial acts or violence. Their decision also took into consideration the opinions of the student's teachers as well as parents. Students entered the program on a voluntary basis.

The parents of the students involved also participated in a number of weekly workshops that addressed different topics of interests about adolescence and provided insight into the characteristics of adolescent period. Through these workshops guidance and support was provided and healthy communication between parents and adolescents was promoted. Individual sessions between students included in the programme and the psychologists

were arranged on a weekly basis. These sessions addressed the emotional as well as the psychological needs of students, provided counseling and guidance and taught them alternative ways of thinking and acting.

The whole process was constantly being evaluated through standardized questionnaires completed by students, teachers, parents, community stakeholders and leaders. The action research goal of the ongoing feedback on the evaluation was primarily met by qualitative findings throughout the evaluation process. The opinions, thoughts and attitudes of educators, parents as well as teachers were recorded and data was then categorized and analyzed.

Students at risk of developing antisocial behavior need support and guidance on an individual basis. Systematic sessions with professionals (clinical or educational psychologists) can address their different emotional needs and provide guidance for alternative ways of thinking and acting. Self-control and impulsivity can be addressed and developed through these therapeutic sessions.

Additionally, parents of at risk students need to understand the protective as well as risk factors that can contribute to the development of juvenile delinquency. Through the “Communities the Care” process, different workshops addressed those issues and parents worked in groups to conceptualize delinquent behaviour and the underlying problems of their children. Alternative ways of thinking and reacting to their adolescents’ behavior were discussed in these workshops and professionals on a systematic basis constantly provided guidance.

Schools are embedded within communities and reflect larger community processes. Environmental change strategies as well as individual change strategies were used to address the complicated phenomenon of delinquency in schools through this research project. Empowering the community to use its resources to protect at risk adolescents can provide a safety network against antisocial behavior. The role of schools in the development of delinquency can be primary and a successful intervention needs to include

educators and school personnel in the prevention process. Family factors are extremely important in the development of delinquency and thus educating and informing parents about the phenomenon of delinquency should be a significant part of a preventive program. At the same time, the emotional and psychological needs of individual students need to be addressed and behavior modification strategies need to be developed.

An effective intervention in schools needs to function in different levels and to address a number of issues and factors that include the community, the school, the family as well as the individual. Activities must be systematic and organized in such a way as to provide support and guidance for a long period. This is the reason why “Communities that Care” is a process and not a program in that it functions in many levels and extents over time by providing services based on the community’s needs.

Time Schedule

The whole project required a great amount of time and effort. The first stage of the research (ISRD-2) required a large amount of time since it included a large sample of students and sixteen secondary schools all over Cyprus. Data collection took place between September through November 2006. Data coding, input and analysis for the ISRD study completed in March 2007. The second part of the project (Beck Youth Inventories, Trauma Symptom Checklist, Self-reported Delinquency Questionnaire, focus groups and participant observation) also required a great deal of time and devotion. Translation of the standardized items and permission for translation and use of the tests from the authors was a procedure that required time and effort. Data collection for the second part took place between November through January 2008. The third part of the process is a nine month intervention program included in the “Communities that Care” process that began in September 2007 and lasted through the school year (June 2008).

Financing

The International Study on Self-reported delinquency – 2 (ISRD-2) was financed by European Union (in the context of Daphne, a European Project).

The Municipality of Latsia financed the “Communities that Care “process and provided the necessary guidance and counseling to students as well as to parents with the help of psychologists that work on a part time basis.

Part of the expenses of the project was financed by the researcher herself (copying of booklets, translating and permissions for using standardized instruments).

Summary

This study is an action research project that intends to explore the different aspects and parameters of female juvenile delinquency in secondary schools in Cyprus. The purpose of using a case study approach was to probe deeply and to analyze intensively the characteristics of an individual unit (in this case of a secondary school), with a view to establish generalizations about the wider population to which that unit belongs (in this case to the secondary school system). An action research is a powerful tool for change and improvement within organizations and systems. Common practices of organizations are studied scientifically and thus improvements can be made in specific areas of practice. At the same time action, research is a self-reflective inquiry of the participants in order to improve their social or educational practices.

A multimethod approach (triangulation) was employed in an attempt to provide a better and more holistic picture of such a complicated phenomenon like juvenile delinquency. Use of both quantitative as well as qualitative data provided insight into the richness and complexity of human behaviour.

CHAPTER FIVE

PROJECT FINDINGS

The twofold purpose of this research is to examine the extent of delinquency among female adolescence in the secondary school system in Cyprus and to investigate further, how family and individual factors are related to delinquent behaviour. The results of the study address the research questions and provide answers. The main questions are proposed at the outset of the study.

In this chapter, the findings of the epidemiological study (ISRD 2) regarding female juvenile delinquency in secondary schools in Cyprus are presented in descriptive results. The analysis of the results is based primarily on the female sample. Comparisons between gender and frequency of antisocial behaviour among male and female adolescents are made and significant differences are calculated. Mean, standard deviation, variance and percent of female respondents reporting delinquency are also presented. Independent t-test results used to test for a difference between two independent groups (delinquency and gender, grade, work of parents and ethnicity) are also calculated and presented in this chapter.

Regarding the case study, results of qualitative as well as quantitative data are presented. Correlations for depressive symptomatology, traumatic experiences and female delinquency are further provided. Regression analysis is presented to examine the relation between delinquency, depression and posttraumatic experiences. The results of the focus groups and the participant observation yielded qualitative data. This data is analysed and defined categorically.

Finally, an assessment and evaluation of the “Communities that Care” program is developed and presented in this chapter using questionnaires that were administered to parents, educators and students.

A. Descriptive Findings

ISRD-2 study (International Self-Reported Delinquency Study-2)

Sample Characteristics

The study was carried out with a representative stratified sample of female students in secondary schools in Cyprus. Schools from all major cities in Cyprus were included in the sample (Nicosia, Limasol, Larnaca, Pafos and Famagusta). The age of students in the sample was thirteen to fifteen (first, second and third grade of secondary school). All students in a class were required to complete a self-reported delinquency questionnaire (including students with special needs or learning difficulties).

Start and end dates for fieldwork were September - November 2006. All schools except one that were approached participated in the survey. The total number of schools that participated in the survey was 16.

Definition of Student Population Sampled for the ISRD-2 study

Secondary school students in grades 7-9 from all five districts of Cyprus (i.e. Nicosia, Limassol, Larnaca, Paphos and Famagusta) were included in the sample. A total of sixty-nine lower secondary schools were used to draw the sample. Excluding private secondary schools, which were not accessible for the purpose of the survey, there is only one type of lower secondary school in Cyprus, namely the gymnasium. Consequently, only state schools were used in the survey for which written permission had been obtained from the Director of Secondary Education to conduct the survey. It should be noted in this context, that private schools comprised 25.8% of the total secondary school population in Cyprus. The sixty-nine lower-secondary schools consisted of 435 year-7 classes, 405 year-8 and 366 year-9 classes; 4,775 males and 4,655 females in year 7, 4,898 males and 4,688 females in year 8 and, finally, 4,369 males and 4,352 females in year 9.

A representative sample of 2500 students (oversampling 5%) was drawn for the survey. Mainly due to a small number of students being absent on the day the survey was administered at a particular school, the survey sample actually included was 2,360 (i.e. 94.3%). The final sample included 1174 males (49.2%) and 1186 females (49.7%).

The analysis presented is primarily based on the results of the female respondents. The results of the epidemiological study are presented in a descriptive way in an attempt to understand the extent of the problem of female antisocial behaviour in the secondary school system in Cyprus and its diverse parameters.

Of the total 1186 female sample, 308 (26%) were twelve years old, 392 (33%) were 13 years old, 409 (34.5%) were 14 years old and 75 (6.3%) were 15 years old or older. All of the respondents were students of first, second and third grade of the Gymnasium (secondary school). The great majority of them, 90.4 % were of Cypriot Nationality and only 9.6% were of different ethnic background. Most of the students, 90.2 % live with both of their parents and only 10.1 % live in single families or with others (relatives, foster families, institutions).

Most of the students' fathers had permanent jobs, 92.8% and most of the student's mothers had permanent jobs, 71.9% with 22% of the mothers doing household. About 6 % of the students reported that they had experienced discrimination in the school due to their language, country of origin, colour or religion. The great majority of students had their own rooms, a computer and a mobile telephone and their family had its own car.

Table- 1 Demographic characteristics of the sample

	Frequency	Percentage (%)
Age		
12	308	26.0
13	392	33.1
14	409	34.5
15+	75	6.3
Place of birth		
Cyprus	1069	90.4
Other country	113	9.6
Language spoken at home		
Greek	1111	94.4
Other language	66	5.6
Mother's place of birth		
Cyprus	1003	85.9
Other country	165	14.1
Father's place of birth		
Cyprus	1049	89.9
Other country	118	10.1
Live with both parents		
Yes	1064	90.2
No	116	9.8
Discrimination		
Never	1100	93.2
Once	30	2.5
Sometimes	35	3.0
Often	15	1.3
Father's work status		
Permanent job	1088	92.8
Not a permanent job	84	7.2
Mother's work status		
Permanent job	844	71.9
Not a permanent job	72	6.1
Household	258	22.0
Child has own room		
Yes	879	74.2
No	305	25.8
Computer in the house		
Yes	1073	90.8
No	109	9.2
Child has own mobile		
Yes	1088	92.0
No	94	8.0
Family has a car		
Yes	1134	96.0
No	47	4.0

Prevalence of Aggressive Behaviours

Frequencies for all classifications of female adolescent delinquent behaviour were calculated. Almost 21% of female respondents felt that they had been victims of some form of violence in the schools. Of those 10% reported that they had been victims of theft at least once, 8.7% reported that they had been victims of bullying and 4% reported being robbed or assaulted at least once during the last six months in the school.

Table 2 displays the frequency of those behaviours.

Table-2- Bullying

	No		Yes	
	Frequency	%	Frequency	%
student has been robbed	1121	99.1	10	0.9
student has been assaulted	1088	97.3	30	2.7
student had something stolen	999	89.2	121	10.8
student has been bullied	1025	91.3	98	8.7

Respondents were asked a series of questions about their involvement in different forms of delinquent behaviour. Those included use of alcohol (mild and strong spirits), use of drugs and drug dealing, use of different kinds of weapons in a fight or as a threat, getting involved into fights, stealing, robbery and vandalism. The great majority of students (58%) had used alcohol at least one time (mild-beer and wine as well as stronger spirits like vodka, rum, brandy and whisky.

Of the respondents, 1.5% had made use of hash and /or marijuana at least once in their lifetime and 1% of the female adolescents had made use of other hard drugs (heroin, LSD, Cocaine). A small percent of the respondents (0.7%) reported that they had sold drugs at least one time in their lives. Table 3 presents these descriptive results in relation to the use of spirits and drugs.

Table 3 -Prevalence of aggressive behaviours

	No		Yes	
	Frequency	%	Frequency	%
Consumed beer/wine	667	59.3	457	40.7
Consumed spirits	926	82.5	197	17.5
Used hash	1100	98.5	17	1.5
Used ecstasy/speed	1104	99.4	7	0.6
Used L/H/C (LSD,Heroin,Cocaine)	1106	99.5	6	0.5
Sold drugs	1102	99.3	8	0.7

Approximately 9% of the female adolescents reported that they had engaged in some kind of delinquent behavior. Most of them reported that they had engaged in vandalism (destroying school property or causing damage to a school bus). Of the respondents, 2.9% reported shoplifting and the rest reported burglary, bicycle or car theft. Table 54 depicts these behaviors and their frequencies. Table 6 shows that 13% of female students got involved in a fight on the school premises, and 1.3% carried, used or threatened someone with a weapon (wood, iron, knife). The illegal use of computer by downloading illegally movies or music was a behaviour that reported by many female adolescents (34%). Additionally, hacking was reported by 15% of the adolescents.

Table 6 presents these findings in relation to the illegal use of computer technology.

Table 4-Prevalence of delinquent behaviours among female adolescents

	No		Yes	
	Frequency	%	Frequency	%
life-time vandalism	1081	96.6	38	3.4
life-time shoplifting	1084	97.1	32	2.9
life-time burglary	1112	99.6	5	0.4
life-time bicycle. theft	1110	99.4	7	0.6
life-time car. theft	1116	99.7	3	0.3
life-time car. broke	1105	99.1	10	0.9

Table 5- Prevalence of delinquent behaviours

	No		Yes	
	Frequency	%	Frequency	%
life-time use of weapon	1086	98.7	14	1.3
life-time robbery	1086	99.1	10	0.9
life-time get into fight	950	86.8	144	13.2
life-time assault	1098	98.6	16	1.4

Table 6- Prevalence of illegal use of computer technology

	No		Yes	
	Frequency	%	Frequency	%
life-time download	737	66.0	380	34.0
life-time hacking	1098	98.5	17	1.5

As Table 7 illustrates 5.7% of female, students reported having friends who made use of drugs (soft or hard drugs), 6.9% had friends who had been involved in shoplifting, 10% had been involved in burglary and 4.4% had friends who threatened someone with a weapon or/and assaulted someone.

Table 7-Friends' prevalence of aggressive behaviours

	No		Yes	
	Frequency	%	Frequency	%
friends using drugs	1064	94.3	64	5.7
friends shop-lifting	1046	93.1	77	6.9
friends burglary	1074	96.0	45	4.0
friends extortion	1106	98.6	16	1.4
friends assault	1087	97.0	34	3.0

Chi square tests were conducted to examine potential differences in the prevalence of delinquent behaviours across various demographic groups, as a function of a range of characteristics namely: age (12, 13, 14, 15+), place of birth (Cyprus, other country), whether the child lives with both parents (yes, no), the father's work status (permanent job, not a permanent job), the mother's work status (permanent job, not a permanent job, household), and the frequency with which the child has suffered discrimination (never, once, sometimes, often). One of the assumptions of the chi-square test is that the expected frequency in each cell should be greater than five (Field, 2005; Pallant, 2007). Because of the low frequency in a number of behaviours, the expected cell frequency in a number of cells was less than five. Therefore, in cases of a 2 by 2 table, the Fisher's exact probability Test was used instead of the Pearson Chi-Square that accounts for this violation (Pallant, 2007).

Differences by gender

Male adolescents were involved in delinquent behaviours more often than female adolescents did. As shown in Table 8, there is a significant difference between males and females and the frequencies of antisocial behaviours. The majority of male adolescents reported that they had used alcohol-beer or wine (53.7%) at least once in their lifetime, and 10% that they had used drugs at least once in their lifetime. A significant number of male

respondents reported that they had taken part in school fight at least once in their lifetime (21.9%).

Of the respondents, 11.8% reported being involved in vandalism, 9.3%, made use of a weapon and 7.4% that they had stolen something from a shop. Male adolescents reported that 5.5% had assaulted someone, 5.25 % had stolen a bicycle, 4% had stolen something from a car, 5% had been involved in a robbery, 3.9% had been involved in a burglary and 3.8% that they had sold drugs. Female adolescents reported that 40.7% had used alcohol at least once in their lifetime (beer or wine) and 2% reported that they had used drugs at least once in their lifetime. Of the female respondents, 13.2% reported that they had been involved in a school fight, 3.4% that they had been involved in vandalism and 2.9% that they had stolen something from a shop.

Female respondents reported less prevalence of other forms of delinquent behaviours (1.4% assault, 1.3% use of weapon, 0.9% robbery, 0.7 robberies, 0.7-drug dealing, 0.6-bicycle theft, 0.4% burglary, 0.3% car theft). Table 8, figures 1, 2 and 3 present these results regarding gender.

Table 8 – Prevalence of Delinquent Behavior

Table 8	Frequency% Males	Frequency% Females	Significant Difference
Use of beer/wine	53.7	40.7	$\chi^2(1)= 36.90$, $p<0.001$
Use of strong spirits	27.0	17.5	$\chi^2(1)= 28.17$, $p<0.001$
Use of hash/marijuana	6.0	1.5	$\chi^2(1)= 30.58$, $p<0.001$
Use of hard drugs	4.2	0.5	$\chi^2(1)= 31.53$, $p<0.001$
Vandalism	11.8	3.4	$\chi^2(1)= 54.87$, $p<0.001$
Shoplifting	7.4	2.9	$\chi^2(1)= 22.66$, $p<0.001$
Burglary	3.9	0.4	$\chi^2(1)= 31.59$, $p<0.001$
Bicycle theft	5.2	0.6	$\chi^2(1)= 41.31$, $p<0.001$
Car theft	4.1	0.3	$\chi^2(1)= 37.67$, $p<0.001$
Robbery	4.0	0.9	$\chi^2(1)= 21.69$, $p<0.001$
Group-fight	21.9	13.2	$\chi^2(1)= 28.19$, $p<0.001$
Assault	5.5	1.4	$\chi^2(1)= 27.37$, $p<0.001$
Drug dealing	3.8	0.7	$\chi^2(1)= 23.54$, $p<0.001$
Use of weapon	9.3	1.3	$\chi^2(1)=70.1$ $p<0.001$

Table 9: Mean, standard deviation, variance and percent of female respondents reporting at least one kind of antisocial behavior in each classification are displayed.

Table 9	Gender	Mean	Std. Deviation	N%	Std.Error Mean
Use beer/wine	Male	1,54	,499	53.7	,015
	Female	1,41	,491	40.7	,015
Use strong spirits	Male	1,27	,444	27.5	,014
	Female	1,18	,380	17.5	,011
Use hash	Male	1,06	,238	6.0	,007
	Female	1,02	,122	1.5	,004
Use hard drugs	Male	1,05	,227	4.2	,007
	Female	1,01	,079	0.5	,002
Vandalism	Male	1,12	,322	11.8	,010
	Female	1,03	,181	3.4	,005
Shoplifting	Male	1,07	,261	7.4	,008
	Female	1,03	,167	2.9	,005
Burglary	Male	1,04	,195	3.9	,006
	Female	1,00	,067	0.4	,002
Car-theft	Male	1,04	,189	4.1	,006
	Female	1,01	,094	0.3	,003
Use weapon	Male	1,09	,291	9.3	,009
	Female	1,01	,112	1.3	,003
Robbery	Male	1,04	,197	4.0	,006
	Female	1,01	,095	0.9	,003
Group-fight	Male	1,22	,414	21.9	,013
	Female	1,13	,338	13.2	,010
Assault	Male	1,06	,229	5.5	,007
	Female	1,01	,119	1.4	,004
Drug-dealing	Male	1,04	,191	3.8	,006
	Female	1,01	,085	0.7	,003

Independent Samples Test

Table 10: Independent t-test results -examining differences of adolescent delinquent behavior (various classifications of delinquent behavior) and gender.

T-test

Table 10	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Differ	Std. Error Differ	95% Confidence Interval of the Difference	
								Lower	Upper
Use beer/wine	23,352	,00	6,124	2165	,000	,130	,021	,089	,172
Use strong	115,262	,00	5,340	2161	,000	,095	,018	,060	,130
Use hash	130,716	,00	5,567	2145	,000	,045	,008	,029	,061
Use hard drugs	192,724	,00	6,669	2152	,000	,048	,007	,034	,063
Vandalism	246,484	,00	7,500	2154	,000	,084	,011	,062	,106
Shoplifting	94,949	,00	4,783	2147	,000	,045	,009	,026	,063
Burglary	135,651	,00	5,660	2153	,000	,035	,006	,023	,047
Car-theft	79,554	,00	4,386	2143	,000	,028	,006	,015	,040
Use weapon	330,295	,00	8,514	2118	,000	,080	,009	,062	,099
Robbery	91,017	,00	4,679	2114	,000	,031	,007	,018	,044
Group-fight	117,226	,00	5,343	2109	,000	,088	,016	,055	,120
Assault	116,166	,00	5,263	2141	,000	,041	,008	,026	,056
Drug-dealing	99,205	,00	4,877	2133	,000	,031	,006	,018	,043

An independent –samples t-test was conducted to compare delinquency reported by males and delinquency reported by female respondents. There was a significant difference in the scores for males and females regarding all classifications of delinquent behavior ($p=.000$, $p< .005$). These results suggest that males reported significantly higher involvement in delinquent behaviour than females did.

Results of the independent t-tests indicated that means were significantly different for all classifications of adolescent delinquent behavior. Gender did make a difference in level of involvement for the general classification of adolescent delinquent behavior. Males reported significantly higher levels of delinquent behavior than females.

It is evident that females reported significantly less prevalence of delinquent behaviour than males. Significant differences are evident in all forms of delinquent behaviours. Females reported significantly less use of weapons, bicycle and car theft, alcohol and drug use, significantly less involvement in vandalism, shoplifting or school fighting than males did.

Figure 1- Delinquency by gender.

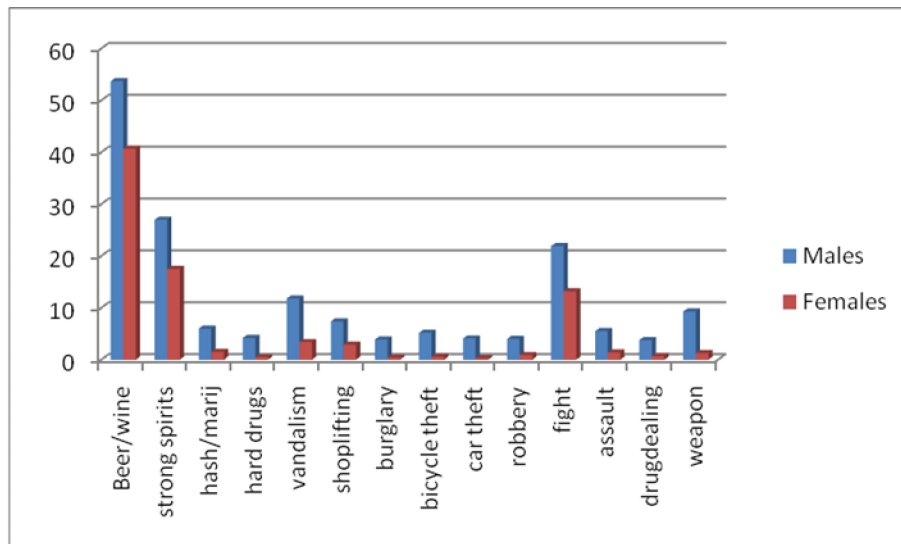


Figure 2- Delinquency by male adolescents

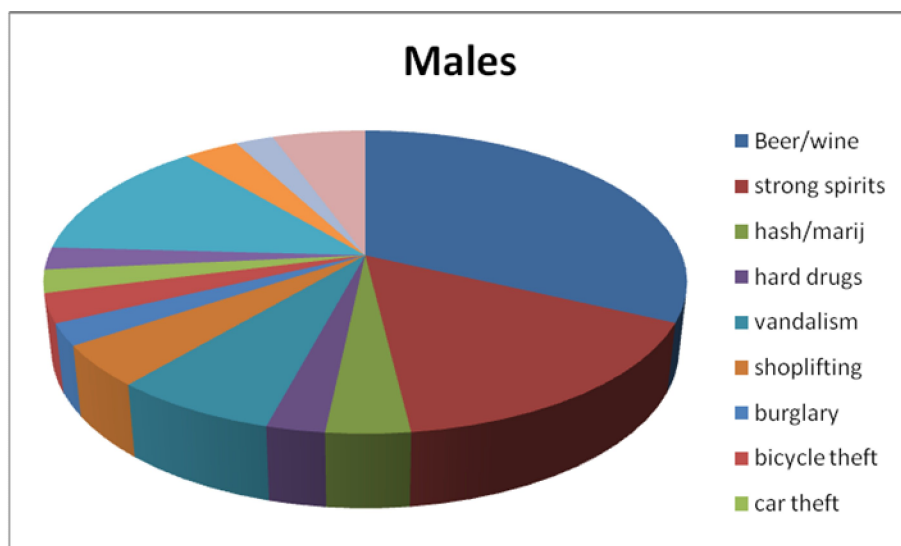
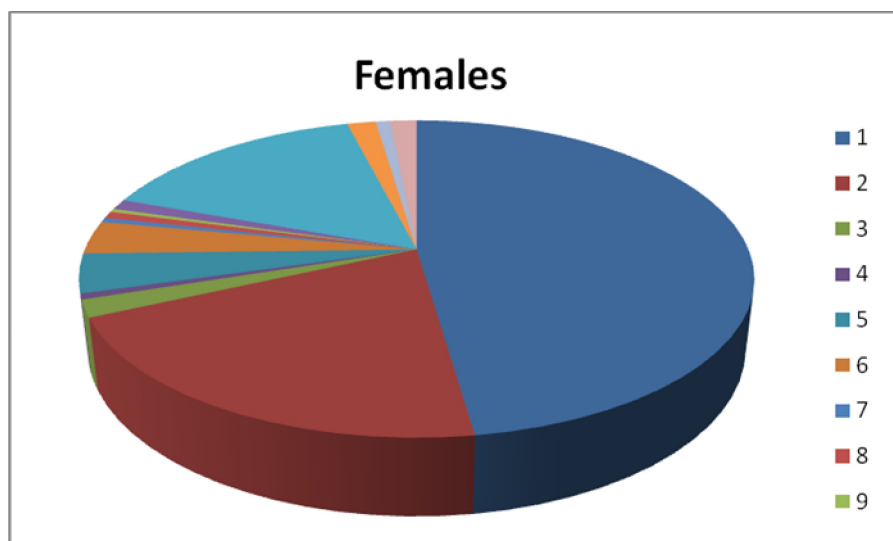


Figure 3- Delinquency by female adolescents



Differences by age

The original variable age consisted of six categories as follows: 1 = 12 (n=308), 2 = 13 (n=392), 3 = 14 (n=409), 4 = 15 (n=64), 5 = 16 (n=8), 6 = 17 (n=3). Due to the small number of children in the last three categories, the variable age was recoded and the ages 15, 16 and 17 were grouped together (15+).

Of the respondents, 78.8% of those aged 15 years old or older and 52% of those aged 14 years old reported that they have used alcohol (beer or wine). Female students who were older reported higher frequency of alcohol use (beer and wine) than younger students did.

The same pattern was found among female students who made use of stronger alcohol (vodka, rum, whisky etc). Table 11 indicates that girls aged 15 years or older, reported higher prevalence of stronger alcoholic drinks than younger females did.

In relation to drug use, as it can be seen in Table 11, females in the older group reported significantly higher prevalence than girls of the younger group did.

Table 11 also depicts that older girls made use of ecstasy more often than younger girls did. 5,98% of girls that were 15 years old or older and 0.8% of girls 14 years old made use of ecstasy.

The same pattern is obvious in cases of hard drugs like LSD, Heroin and Cocaine. Older female respondents that reported higher prevalence of hard drugs than younger females. As

it is obvious in table 11, the same pattern is followed with all delinquent forms of behavior. Older female adolescents tend to get involved in delinquent behavior (vandalism, shoplifting, illegal downloading, burglary, fight, drug dealing) more often than younger females.

Table 11: Differences by age among female adolescents

Age	Frequency%				Significant Difference
	12	13	14	15+	
Use of beer/wine	23.4	34.9	52.0	78.8	$\chi^2(3)= 101.78$, $p<0.001$
Use of strong spirits	4.9	10.5	28.9	42.0	$\chi^2(3)= 107.68$, $p<0.001$
Use of Hash/marijuana	0.7	0	2.50	7.4	$\chi^2(3)= 24.868$, $p<0.001$
Use of hard drugs	0	0	1.0	2.9	$\chi^2(3)= 34.121$, $p<0.001$
Vandalism	1.1	2.2	4.8	11.8	$\chi^2(3)= 23.130$, $p<0.001$
Shoplifting	1.1	1.4	4.0	11.9	$\chi^2(3)= 27.919$, $p<0.001$
Use of weapon	0.4	1.1	0.8	4.4	$\chi^2(3)= 36.129$, $p<0.001$
Group-fight	5.5	7.5	19.4	38.2	$\chi^2(3)= 74.916$, $p<0.001$
Assault	0.4	1.1	1.0	10.4	$\chi^2(3)=41.502$, $p<0.001$
Drug dealing	0	0.3	0.5	6.1	$\chi^2(3)=33.621$, $p<0.001$

In Table 11, the expected cell frequency in a number of behaviours was less than five. One of the assumptions of the chi-square test is that the expected frequency in each cell should be greater than five (Field, 2005; Pallant, 2007). Because of the low frequency in a number of behaviours, significance can be calculated in cases of a 2 by 2 table, the Fisher's exact

probability Test was used instead of the Pearson Chi-Square that accounts for this violation

(Pallant, 2007).

Table 12: Mean, standard deviation and number of female respondents reporting at least one kind of antisocial behavior in each classification according to grade level are displayed in.

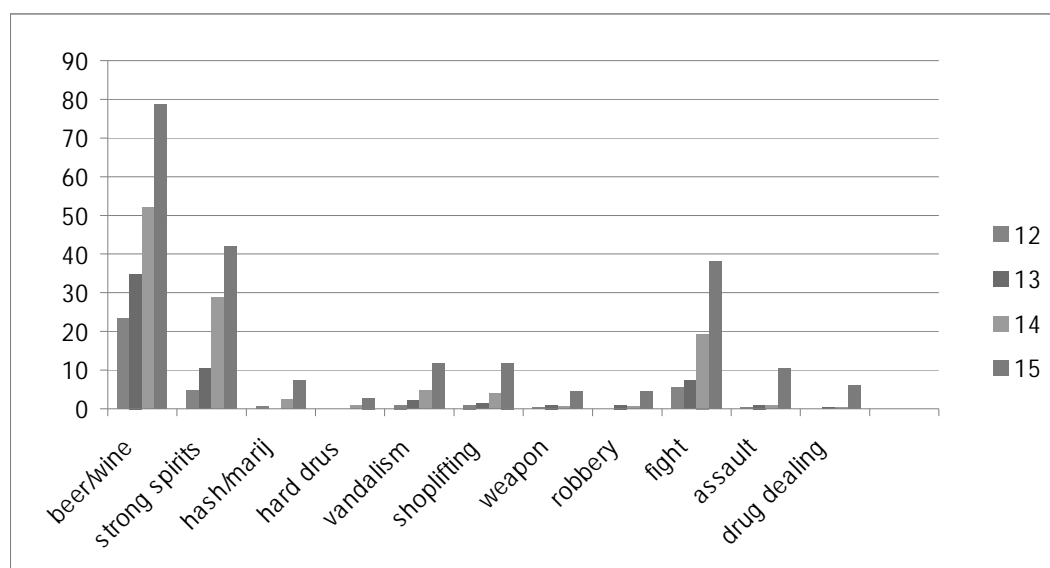
Table 12-	Grade	N	Mean	Std. Deviation	Std. Error Mean
Delinquency	grade 7	345	1,04	,191	,010
	grade 9	422	1,06	,232	,011
Use beer/wine	grade 7	324	1,24	,430	,024
	grade 9	414	1,57	,496	,024
Use strong spirits	grade 7	317	1,06	,238	,013
	grade 9	417	1,31	,462	,023
Use hash	grade 7	312	1,00	,057	,003
	grade 9	419	1,03	,160	,008
Vandalism	grade 7	312	1,02	,138	,008
	grade 9	417	1,05	,214	,010
Shoplifting	grade 7	311	1,01	,098	,006
	grade 9	417	1,05	,219	,011
Burglary	grade 7	312	1,00	,057	,003
	grade 9	417	1,01	,098	,005
Car-broke up	grade 7	313	1,01	,098	,006
	grade 9	413	1,01	,098	,005
Use weapon	grade 7	312	1,01	,098	,006
	grade 9	408	1,01	,110	,005
Robbery	grade 7	307	1,00	,057	,003
	grade 9	408	1,01	,121	,006
Group-fight	grade 7	305	1,05	,223	,013
	grade 9	410	1,21	,411	,020
Assault	grade 7	313	1,01	,113	,006
	grade 9	412	1,02	,138	,007
Drug-dealing	grade 7	312	1,01	,080	,005
	grade 9	409	1,01	,120	,006

Table 13: T-Test- Independent t-test results- examining differences of adolescent delinquent behavior (various classifications of delinquent behavior) and grade level.

Table 13	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2- tailed)	Mean Differ	Std. Error Differ	Lower	Upper
Delinquency	6,159	,013	-1,234	765	,218	-,019	,016	-,050	,011
Use beer/wine	115,747	,000	-9,250	736	,000	-,321	,035	-,390	-,253
Use strong spirits	476,612	,000	-8,688	732	,000	-,247	,028	-,303	-,191
Use hash	24,616	,000	-2,432	729	,015	-,023	,009	-,042	-,004
Vandalism	17,748	,000	-2,073	727	,039	-,029	,014	-,056	-,002
Shoplifting	39,909	,000	-3,059	726	,002	-,041	,013	-,067	-,015
Burglary	4,303	,038	-1,033	727	,302	-,006	,006	-,019	,006
Car-theft	,001	,978	-,014	724	,989	,000	,007	-,014	,014
Use weapon	,448	,504	-,334	718	,738	-,003	,008	-,018	,013
Robbery	9,637	,002	-1,539	713	,124	-,011	,007	-,026	,003
Group-fight	203,321	,000	-6,238	713	,000	-,162	,026	-,213	-,111
Assault	1,931	,165	-,693	723	,488	-,007	,010	-,025	,012
Drug-dealing	4,433	,036	-1,048	719	,295	-,008	,008	-,024	,007

Results of the independent t-tests showed that means were significantly different for some classifications of adolescent delinquent behavior. Age and thus grade level did make a difference in level of involvement for the general classification of adolescent delinquent behavior. Older females reported significantly higher levels of delinquent behavior than younger females in some classifications of delinquent behavior. Those classifications involved use of beer and wine, use of strong spirits, shoplifting and group fighting ($p < .005$).

Figure 4- Delinquency among different age group



Differences by place of birth

Table 14 indicates that female adolescents from other countries tend to be involved in delinquent behaviours more often than Cypriot female adolescents do. There is a significant difference between female adolescents of different ethnic background, Cypriot female adolescents, and their involvement in delinquent behaviours. Almost half of the female adolescents from different ethnic background (49.5%) reported that they had used alcohol (beer/wine) at least once in their life-time and 26.7% reported that they had made use of stronger alcohol. Females of different ethnic background reported use of hash and marijuana (3.9%) and use of hard drugs (2.9%). Of these females, 22.9% reported that they had been involved in a school fight, 16.3% reported that they had been victims of bullying (at least once in life-time), 9.6% reported that they had assaulted someone and 6.8% reported shoplifting. They had also reported use of weapons (5.1%), drug dealing (3.0%) and car theft 1.9%.

Cypriot female adolescents reported high frequency (56.1%) of alcohol use (beer and wine and hard spirits). They reported use of hash and marijuana (1.3%) and use of hard drugs (1.0%). Of the Cypriot females, 12% had been involved in a school fight and 8% had been victims of bullying. They had also mentioned shoplifting (2.5%), use of weapon (0.9%),

assault (0.8) and drug dealing (0.5). Table 14 indicates these significant differences among females of different ethnic origin.

Figures 5,6 and 7 show the relationships between place of birth and various manifestations of anti-social behaviour and risky behaviour.

Table 14: Differences by country of origin

Ethnic background	Frequency%		Significant
	Born in this Country	Born in another Country	Difference
Use of Beer/wine	39.5	49.5	$\chi^2(1)= 3.87, p<0.05$
Use of hard spirits	16.6	26.7	$\chi^2(1)= 6.74, p<0.01$
Shoplifting	2.5	6.8	$\chi^2(1)= 6.25, p<0.05$
Car theft	0.1	1.9	$\chi^2(1)= 11.71,$
Use of weapon	0.9	5.1	$\chi^2(1)= 12.50,$
Group-fight	12.0	22.5	$\chi^2(1)= 9.03, p<0.01$
Assault	0.8	6.9	$\chi^2(1)= 25.63,$
Drug dealing	0.5	3.0	$\chi^2(1)= 7.95, p<0.05$

Table 15; Mean, standard deviation, variance and number of female respondents reporting at least one kind of antisocial behavior in each classification according to ethnic background.

Table 15-	Birthplace	N	Mean	Std. Deviation	Std. Error Mean
Delinquency	born in this country	1057	1,03	,181	,006
	born in another country	109	1,15	,356	,034
Use beer/wine	born in this country	1018	1,39	,489	,015
	born in another country	103	1,50	,502	,050
Use strong spirits	born in this country	1016	1,17	,372	,012
	born in another country	106	1,26	,443	,043
Use hash	born in this country	1012	1,01	,113	,004
	born in another country	104	1,04	,193	,019
Use hard drugs	born in this country	1006	1,00	,070	,002
	born in another country	104	1,02	,138	,014
Vandalism	born in this country	1015	1,03	,169	,005
	born in another country	104	1,08	,268	,026
Shoplifting	born in this country	1011	1,02	,155	,005
	born in another country	104	1,07	,252	,025
Burglary	born in this country	1012	1,00	,054	,002
	born in another country	104	1,02	,138	,014
Car-theft	born in this country	1010	1,01	,083	,003
	born in another country	104	1,03	,168	,016
Use weapon	born in this country	1001	1,01	,094	,003
	born in another country	99	1,05	,220	,022
Robbery	born in this country	992	1,01	,089	,003
	born in another country	102	1,02	,139	,014
Group-fight	born in this country	989	1,12	,326	,010
	born in another country	103	1,22	,418	,041
Assault	born in this country	1010	1,01	,089	,003
	born in another country	103	1,07	,253	,025
Drug-dealing	born in this country	1008	1,00	,070	,002
	born in another country	101	1,03	,171	,017

Table 16: Independent t-test results examining differences of adolescent delinquent behavior (various classifications of delinquent behavior) and ethnic background.

Table 16	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Differ	Std. Error Diff	95% Confidence Interval of the Difference	
								Lower	Upper
Delinquency	106,000	,000	-5,494	1164	,000	-,113	,021	-,153	-,072
Use beer/wine	4,732	,030	-1,978	1119	,048	-,100	,051	-,200	-,001
Use strong spirits	20,269	,000	-2,554	1120	,011	-,099	,039	-,175	-,023
Use hash	16,053	,000	-2,033	1114	,042	-,026	,013	-,050	-,001
Use hard drugs	12,091	,001	-1,750	1108	,080	-,014	,008	-,030	,002
Vandalism	24,307	,000	-2,545	1117	,011	-,047	,019	-,084	-,011
Shoplifting	23,310	,000	-2,481	1113	,013	-,043	,017	-,076	-,009
Burglary	22,291	,000	-2,369	1114	,018	-,016	,007	-,030	-,003
Car-theft	20,036	,000	-2,259	1112	,024	-,022	,010	-,041	-,003
Use weapon	48,495	,000	-3,532	1098	,000	-,042	,012	-,065	-,018
Robbery	5,362	,021	-1,166	1092	,244	-,012	,010	-,031	,008
Group-fight	28,226	,000	-2,966	1090	,003	-,103	,035	-,171	-,035
Assault	101,823	,000	-5,088	1111	,000	-,060	,012	-,083	-,037
Drug-dealing	31,118	,000	-2,809	1107	,005	-,025	,009	-,042	-,007

An independent –samples t-test was conducted to compare delinquency reported by females from different ethnic background and by Cypriot females. There was a significant difference in the scores for foreigners and Cypriot females regarding classifications of delinquent behavior ($p=.000$, $p< .005$). The overall delinquency, is a label used when a respondent reports involvement in at least one type of behavior that is considered as an offence in his or her country of origin). Results of the independent t-tests indicated that means were significantly different for some classifications of adolescent delinquent behavior. Those include delinquency, use of weapon and assault. Ethnic background did make a difference in level of involvement for the general classification of adolescent delinquent behavior. Female adolescents form different ethnic backgrounds reported significantly higher levels of delinquent behavior than Cypriot females adolescents.

Table 17: Delinquency and ethnicity

Table 17	Birthplace	N	Mean	Std. Deviation	Std. Error Mean
Delinquency	born in this country	1057	1,03	,181	,006
	born in another country	109	1,15	,356	,034

Table 18: Independent t-test results examining differences of adolescent overall delinquent behavior and ethnic background

Table 18	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Differ	Std. Error Differ	95% Confidence Interval of the Difference Lower Upper	
Delinquency	106,000	,000	-5,494	1164	,000	-,113	,021	-,153	-,072
			-3,267	113,872	,001	-,113	,035	-,181	-,044

Table 19: Group fight in schools and ethnic background of female respondents

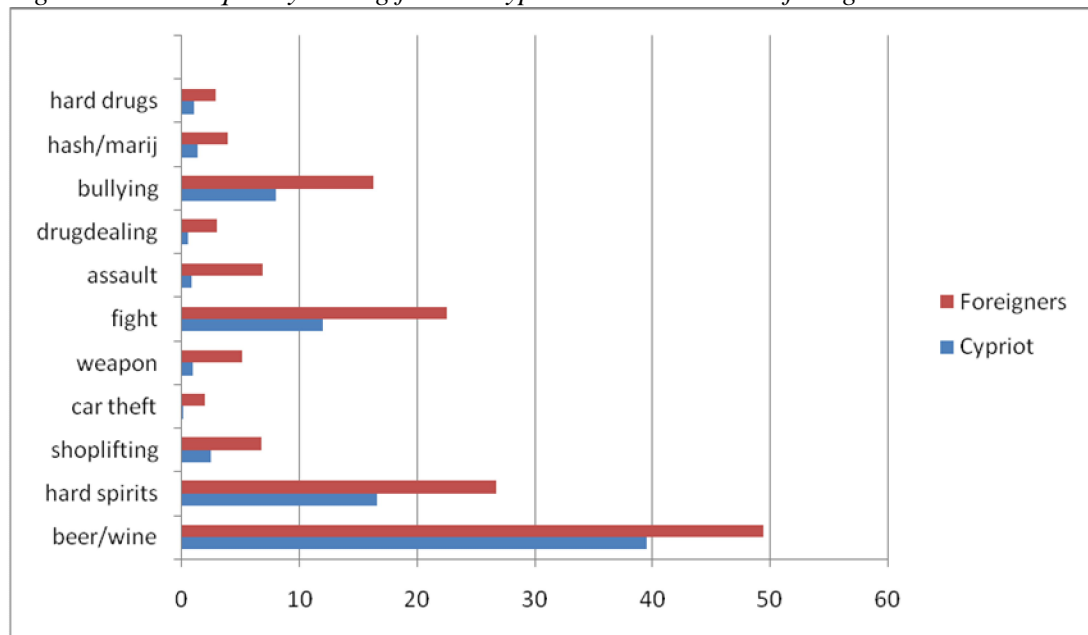
Table 19	Birthplace	N	Mean	Std. Deviation	Std. Error Mean
Group-fight	born in this country	989	1,12	,326	,010
	born in another country	103	1,22	,418	,041

It is evident that female adolescents from different ethnic background reported significantly higher involvement in delinquent act and thus labeled as delinquent more often than Cypriot female adolescents. The same pattern can be seen in the involvement of students from different ethnic background and Cypriot students in relation to group fighting in the school.

Table 20: Independent t-test results examining differences of female adolescent involvement in group fighting in schools

Table 20	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Differ	Std. Error Differ	95% Confidence Interval of the Difference	
Group- fight	28,226	,000	-2,966	1090	,003	-,103	,035	-,171	-,035
			-2,422	115,211	,017	-,103	,043	-,187	-,019

Figures 5 - Delinquency among female Cypriot adolescents and foreigners



Fig

Figure 6- Delinquency among Cypriot female adolescents

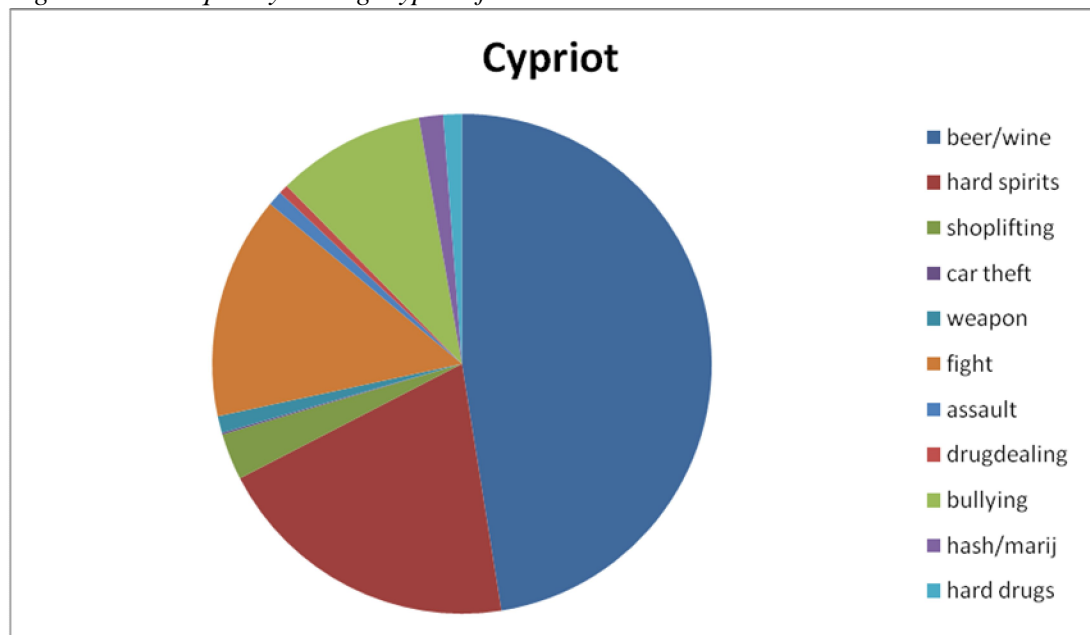
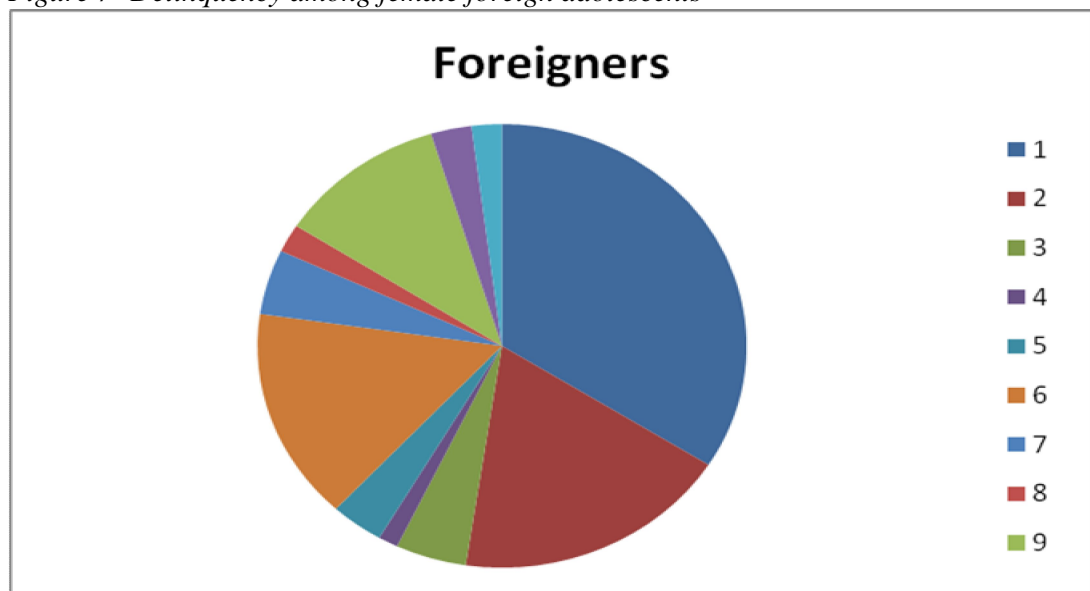


Figure 7- Delinquency among female foreign adolescents



Differences by family status

As far as female adolescent's involvement in various delinquent acts is concerned, Table 21 shows that there is a significant difference between female adolescents who live in an intact family and those who live with one parent or with "others".

Females who live with one parent or with others (relatives, foster families, and institutions) reported higher prevalence of delinquent behaviour than those who live in intact families. More specifically, they reported higher frequency of alcohol use (83.7%) and drug use (13.3%) than female adolescents who live with both parents (55.3% alcohol use and 1.6% drug use). This is a statistically significant difference.

Of the female respondents who live with one parent or with others, 37.4% reported that they have engaged in some form of delinquent behaviour. However, of the female adolescents who live with both parents only 7.3% reported being involved in delinquent acts.

Female adolescents who live with one parent or with others reported that they had been involved in shoplifting (10.5%), vandalism (9.4%), use of weapon (5.0%) and assault (4%). Females from intact families reported that they had engaged in vandalism (2.8%), shoplifting (2.1%), use of weapon (0.9%) and assault (1.1%).

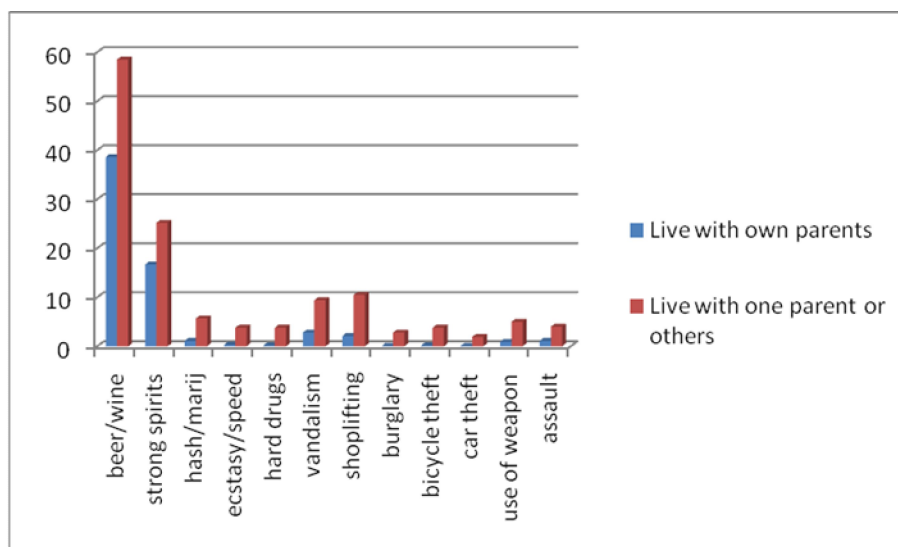
A statistically significant relationship was found between alcohol use, drug use, involvement in vandalism, shoplifting, burglary, bicycle theft, use of weapon and assault in relation to family structure.

Figure 8 presents these results in relation to family structure and its impact on delinquency among female students.

Table 21: Differences by family status

Table21	Frequency%		Significant differences
	Live with parents	Live with one parent or with other	
Use of beer/wine	38.6	58.5	$\chi^2(1)=15.73$, p<0.001
Use of stronger spirits	16.7	25.2	$\chi^2(1)=4.90$, p<0.005
Use of hash/marijuana	1.1	5.7	$\chi^2(1)=13.31$, p<0.001
Use of Hard drugs	0.5	7.6	$\chi^2(1)=23.30$, p<0.001
Vandalism	2.8	9.4	$\chi^2(1)=12.94$, p<0.001
Shoplifting	2.1	10.5	$\chi^2(1)=23.95$, p<0.001
Burglary	0.1	2.8	$\chi^2(1)=19.97$, p<0.001
Bicycle theft	0.2	3.8	$\chi^2(1)=22.86$, p<0.001
Car theft	0.1	1.9	$\chi^2(1)=11.56$, p<0.005
Use of weapon	0.9	5.0	$\chi^2(1)=11.90$, p<0.001
Assault	1.1	4.0	$\chi^2(1)=5.671$, p<0.005
Drug Dealing	0.5	3.0	$\chi^2(1)=7.94$, p<0.005

Figure 8-Delinquency and family structure



Differences by Discrimination

Female adolescents who reported having experienced discrimination because of their language, religion or ethnic background often had engaged in antisocial behaviour more often than those who experienced less discrimination or those who never experienced discrimination.

Sixty percent of females who reported having experienced discrimination many times reported that they had used alcohol (beer/wine and stronger spirits) and 60% of them reported having used drugs (hash/marijuana and hard drugs). Those females admitted to a fight at school (25%), vandalism (27.3%), shoplifting (30%) burglary (18.2%), car theft (16.7%) robbery (9.1) assault (8.3%) use of weapons (10. %), and drug dealing (18.2%). On the other hand, those females who never experienced discrimination reported less participation in delinquent acts, 16.3 % had used alcohol and 4% drugs. Females who never experienced discrimination had been involved in a school fight (12.1%), in vandalism (2.7), in shoplifting (2.0%), in assault (1%), in use of weapon and robbery (0.8%), in burglary (0.2%), in bicycle theft (0.3%) and in car theft (0.1%). Figure 9 presents these findings as depicted on table 22.

Table 22-Differences by Discrimination

Table 22 Discrimination	Frequency %				Significant Difference
	Never	Once	Sometimes	Often	
Use of spirits	16.3	27.6	32.4	60.0	$\chi^2(3)=101.149$, $p<0.001$
Use of hash/marijuana	1.1	3.4	3.0	40.0	$\chi^2(3)=63.959$, $p<0.001$
Use of hard drugs	0.4	0.0	3.0	20.0	$\chi^2(3)=63.959$, $p<0.001$
Vandalism	2.7	3.4	15.6	27.3	$\chi^2(3)=36.131$, $p<0.001$
Shoplifting	2.0	6.9	18.2	30.0	$\chi^2(3)=58.393$, $p<0.001$
Burglary	0.2	0	0	18.2	$\chi^2(3)=98.605$, $p<0.001$
Bicycle theft	0.3	3.4	0	20.0	$\chi^2(3)=76.613$, $p<0.001$
Car theft	0.1	0	0	16.7	$\chi^2(3)=121.573$, $p<0.001$
Use of weapon	0.8	3.6	9.7	10.0	$\chi^2(3)=28.510$, $p<0.001$
Group-fight	12.1	17.9	33.3	25.0	$\chi^2(3)=14.885$, $p<0.005$
Assault	1.0	0	9.1	8.3	$\chi^2(3)=22.163$, $p<0.001$
Drug dealing	0.6	0	0	18.2	$\chi^2(3)=47.429$, $p<0.001$

*Cells have expected count less than five.

In Table 22, the expected cell frequency in a number of behaviours was less than five. One of the assumptions of the chi-square test is that the expected frequency in each cell should be greater than five (Field, 2005; Pallant, 2007). Because of the low frequency in a number of behaviours, significance can be calculated in cases of a 2 by 2 table, the Fisher's exact probability Test was used instead of the Pearson Chi-Square that accounts for this violation (Pallant, 2007). Table 23 displays means, standard deviation for students experienced discrimination and students never experienced discrimination and reported delinquency.

Table 23: Mean, standard deviation and number of female respondents reporting at least one kind of antisocial behavior in each classification according to discrimination are displayed.

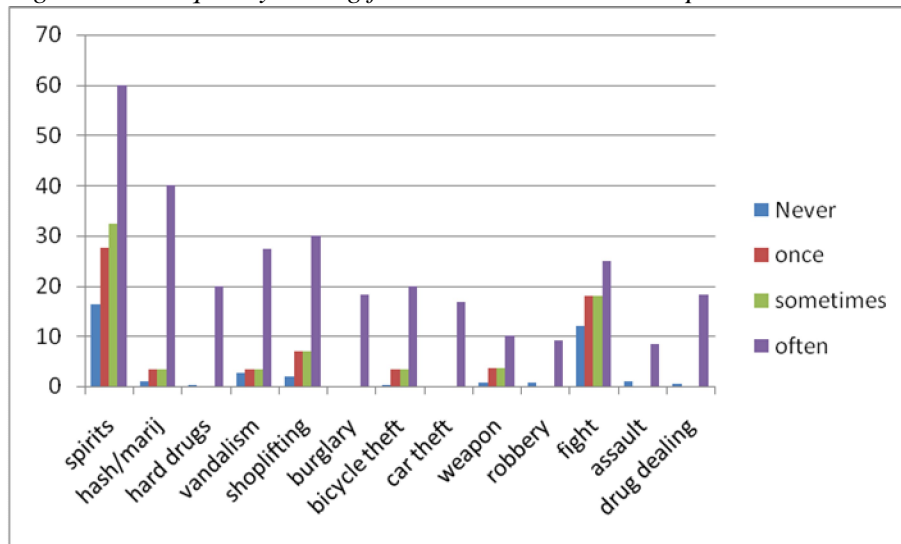
Table 23	Discrimination	N	Mean	Std. Deviation	Std. Error Mean
Delinquency	never	1089	1,04	,186	,006
	often	13	1,23	,439	,122
Use beer/wine	never	1050	1,40	,490	,015
	often	9	1,56	,527	,176
Use strong spirits	never	1048	1,16	,369	,011
	often	10	1,60	,516	,163
Use hash	never	1043	1,01	,102	,003
	often	10	1,40	,516	,163
Use hard drugs	never	1038	1,00	,062	,002
	often	10	1,20	,422	,133
Vandalism	never	1046	1,03	,164	,005
	often	11	1,27	,467	,141
Shoplifting	never	1042	1,02	,141	,004
	often	10	1,30	,483	,153
Burglary	never	1043	1,00	,044	,001
	often	11	1,18	,405	,122
Car-theft	never	1040	1,01	,076	,002
	often	11	1,18	,405	,122
Use weapon	never	1030	1,01	,088	,003
	often	10	1,10	,316	,100
Robbery	never	1020	1,01	,088	,003
	often	11	1,09	,302	,091
Group-fight	never	1018	1,12	,326	,010
	often	12	1,25	,452	,131
Assault	never	1038	1,01	,098	,003
	often	12	1,08	,289	,083
Drug-dealing	never	1036	1,01	,076	,002
	often	11	1,18	,405	,122

Table 24 : Independent t-test results examining differences of adolescent delinquent behavior (various classifications of delinquent behavior) and discrimination

Table 24	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Differ	Std. Error Differ	95% Confidence Interval of the Difference	
Delinquency	34,936	,000	-3,668	1100	,000	-,195	,053	-,299	-,091
Use beer/wine	,185	,667	-,954	1057	,340	-,157	,164	-,479	,166
Use strong spirits	6,965	,008	-3,721	1056	,000	-,438	,118	-,669	-,207
Use hash	208,487	,000	-10,902	1051	,000	-,389	,036	-,460	-,319
Use hard drugs	224,605	,000	-8,448	1046	,000	-,196	,023	-,242	-,151
Vandalism	52,697	,000	-4,764	1055	,000	-,245	,051	-,346	-,144
Shoplifting	78,071	,000	-5,993	1050	,000	-,280	,047	-,371	-,188
Burglary	373,639	,000	-10,101	1052	,000	-,180	,018	-,215	-,145
Car-theft	143,931	,000	-6,823	1049	,000	-,176	,026	-,227	-,125
Use weapon	33,677	,000	-3,146	1038	,002	-,092	,029	-,150	-,035
Robbery	30,250	,000	-2,955	1029	,003	-,083	,028	-,138	-,028
Group-fight	5,134	,024	-1,358	1028	,175	-,129	,095	-,316	,058
Assault	21,867	,000	-2,498	1048	,013	-,074	,030	-,132	-,016
Drug-dealing	143,347	,000	-6,809	1045	,000	-,176	,026	-,227	-,125

An independent –samples t-test was conducted to compare delinquency reported by females experienced discrimination and those that never experienced discrimination. There was a significant difference in the scores for those experienced discrimination and those never experienced discrimination ($p=.000$, $p< .001$). Results of the independent t-tests indicated that means were significantly different for most classifications of adolescent delinquent behavior. Experience discrimination did make a difference in level of involvement for the general classification of adolescent delinquent behavior. Female adolescents that experienced discrimination reported significantly higher levels of delinquent behavior than those never experienced discrimination. There was no significant difference in use of beer and wine, group-fighting, assault and use of weapon.

Figure 9-Delinquency among female adolescents that experienced discrimination



Differences by work of father

Table 25 shows that there is a significant difference between females whose fathers have a permanent job and those whose fathers do not have a permanent job and their participation in delinquent acts. Of the females whose fathers do not have permanent jobs, 55.6% reported use of alcohol, 4.1% reported burglary, 4.1% reported bicycle theft, 2.75 reported car theft and 5.5 % reported assault. Of the females whose fathers have a permanent job 39% reported alcohol use, 0.4% reported bicycle theft, 0.2% reported burglary and 0.1% reported car theft and assault. Figure 10 shows a statistically significant correlation between female adolescents participation in delinquent acts in relation to work of their fathers.

Table 25- Differences by Work of father

Table 25	Frequency%		Significant differences	
	Permanent job	Not a permanent job		
Use of alcohol	39.7	55.6	$\chi^2(1)=7.02$, $p<0.01$	
Burglary	0.2	4.1	$\chi^2(1)=22.91$, $p<0.01$	
Bicycle theft	0.4	4.1	$\chi^2(1)=14.81$, $p<0.01$	
Car theft	0.1	2.7	$\chi^2(1)=17.39$, $p<0.05$	
Assault	1.1	5.5	$\chi^2(1)=9.90$, $p<0.05$	

Table 26: Mean, standard deviation and number of female respondents reporting at least one kind of antisocial behavior in each classification according to work of father are displayed.

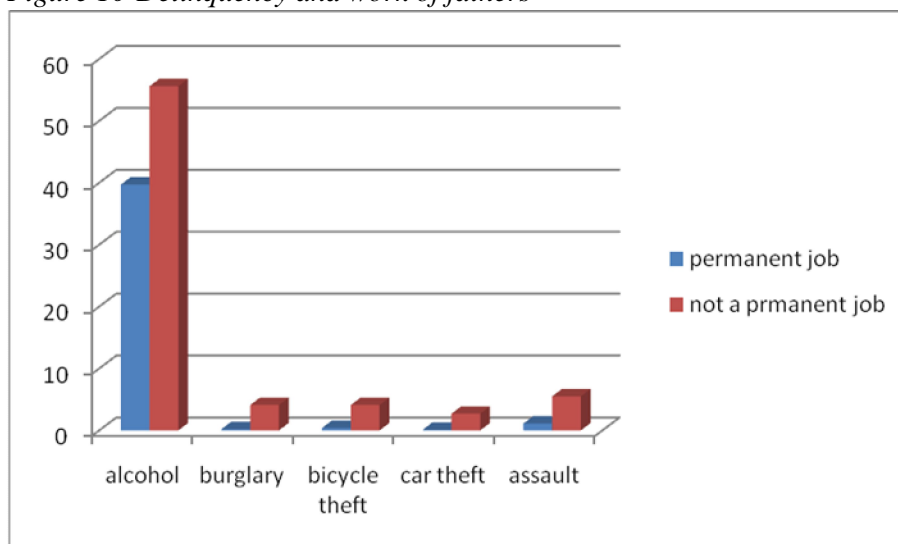
Table 26	Work of father	N	Mean	Std. Deviation	Std. Error Mean
Delinquency	y/ permanent job	1078	1,04	,198	,006
	not a permanent	81	1,09	,283	,031
Use beer/wine	y/ permanent job	1043	1,40	,489	,015
	not a permanent	73	1,55	,501	,059
Use strong spirits	y/ permanent job	1042	1,17	,377	,012
	not a permanent	76	1,21	,410	,047
Use hash	y/ permanent job	1037	1,01	,111	,003
	not a permanent	74	1,04	,199	,023
Use hard drugs	y/ permanent job	1032	1,00	,069	,002
	not a permanent	73	1,03	,164	,019
Vandalism	y/ permanent job	1039	1,03	,181	,006
	not a permanent	74	1,05	,228	,026
Shoplifting	y/ permanent job	1036	1,03	,159	,005
	not a permanent	74	1,07	,253	,029
Burglary	y/ permanent job	1035	1,00	,044	,001
	not a permanent	75	1,04	,197	,023
Car-theft	y/ permanent job	1033	1,01	,082	,003
	not a permanent	75	1,04	,197	,023
Use weapon	y/ permanent job	1024	1,01	,103	,003
	not a permanent	70	1,04	,204	,024
Robbery	y/ permanent job	1015	1,01	,094	,003
	not a permanent	72	1,01	,118	,014
Group-fight	y/ permanent job	1012	1,13	,334	,010
	not a permanent	73	1,18	,385	,045
Assault	y/ permanent job	1032	1,01	,103	,003
	not a permanent	74	1,05	,228	,026
Drug-dealing	y/ permanent job	1030	1,00	,070	,002
	not a permanent	72	1,03	,165	,020

Table 27: Independent t-test results examining differences of adolescent delinquent behavior (various classifications of delinquent behavior) and work of fathers

Table 27	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Differ	Std. Error Differ	95% Confidence Interval of the Difference	
								Lower	Upper
Delinquency	13,819	,000	-1,931	115	,054	-,046	,024	-,092	,001
Use beer/wine	1,955	,162	-2,544	111	,011	-,151	,059	-,267	-,035
Use strong spirits	2,797	,095	-,882	111	,378	-,040	,045	-,128	,049
Use hash	14,725	,000	-1,955	110	,051	-,028	,014	-,056	,000
Use hard drugs	21,651	,000	-2,351	110	,019	-,023	,010	-,041	-,004
Vandalism	3,268	,071	-,920	111	,358	-,020	,022	-,064	,023
Shoplifting	15,977	,000	-2,064	110	,039	-,042	,020	-,081	-,002
Burglary	93,308	,000	-4,799	110	,000	-,038	,008	-,054	-,023
Car-theft	33,712	,000	-2,946	110	,003	-,033	,011	-,055	-,011
Use weapon	20,623	,000	-2,316	109	,021	-,032	,014	-,059	-,005
Robbery	,737	,391	-,431	108	,667	-,005	,012	-,028	,018
Group-fight	5,446	,020	-1,238	108	,216	-,051	,041	-,131	,030
Assault	37,391	,000	-3,129	110	,002	-,043	,014	-,071	-,016
Drug-dealing	22,015	,000	-2,371	110	,018	-,023	,010	-,042	-,004

An independent –samples t-test was conducted to compare delinquency reported by females whose fathers have a permanent job and by females whose fathers do not have a permanent job. There was significant difference ($p=.000$, $p< .005$) in classifications regarding burglary, car-broke up and assault.

Figure 10-Delinquency and work of fathers



Differences by work of mothers

Table 28 shows that there is a significant relationship between female adolescents participation in delinquent acts and whether their mothers had a permanent job, are homemakers or did not have a permanent job. Of the females whose mothers did not have permanent jobs, almost 14% reported use of drugs (hash/marij and hard drugs), 10.6% reported vandalism, 9.1% reported shoplifting, 4.5% bicycle theft, 3.0% reported car theft 4.5 % reported burglary and 4.7% reported use of weapons. Females whose mothers are homemakers reported much less engagement in delinquent acts. This might be understood by the fact that the family remains intact. These findings are depicted in table 28.

Table 28 – Differences by work of mother

Table 28	Frequency%			
	Permanent job	Not a permanent job	household	Minimum expected count
Use of drugs/Hash/marij	1.1	9.5	0.4	$\chi^2(2)=31.426$, $p<0.01$
Use of hard drugs	0.4	4.7	0	$\chi^2(2)=34.463$, $p<0.01$
Vandalism	3.0	10.6	2.8	$\chi^2(2)=11.018$, $p<0.01$
Shoplifting	2.6	9.1	2.0	$\chi^2(2)=9.891$, $p<0.01$
Bicycle theft	0.5	4.5	0	$\chi^2(2)=17.938$, $p<0.01$
Car theft	0	3.0	0.4	$\chi^2(2)=21.022$, $p<0.01$
Burglary	0.3	4.5	0	$\chi^2(2)=26.506$, $p<0.01$
Use of weapons	1.3	4.7	0.4	$\chi^2(2)=7.327$, $p<0.05$

In Table 28, the expected cell frequency in a number of behaviours was less than five. One of the assumptions of the chi-square test is that the expected frequency in each cell should be greater than five (Field, 2005; Pallant, 2007). Because of the low frequency in a number of behaviours, significance can be calculated in cases of a 2 by 2 table, the Fisher's exact probability Test was used instead of the Pearson Chi-Square that accounts for this violation (Pallant, 2007).

Table 29: Mean, standard deviation and number of female respondents reporting at least one kind of antisocial behavior in each classification according to work of mother

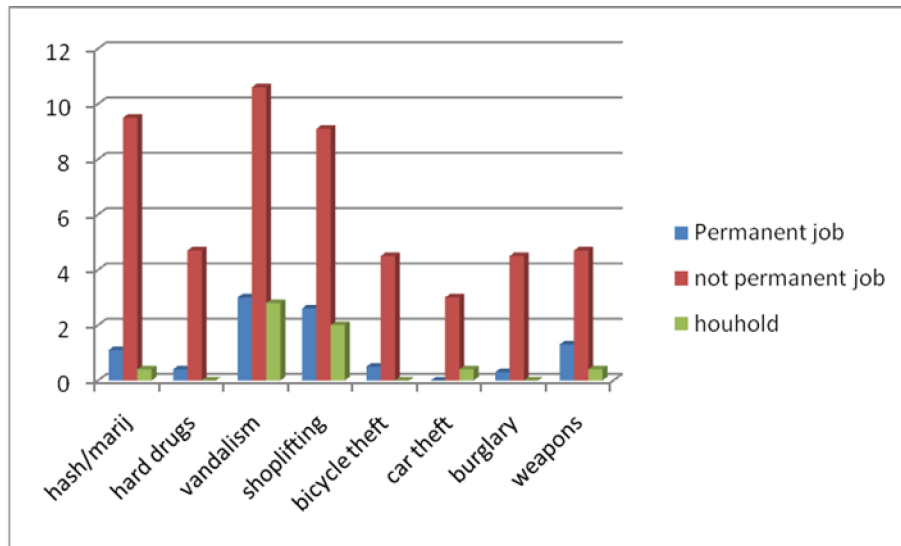
Table 29	Work of mother	N	Mean	Std. Deviation	Std. Error Mean
Delinquency	not a permanent job	69	1,12	,323	,039
	Household	257	1,03	,174	,011
Use beer/wine	not a permanent job	67	1,49	,504	,062
	Household	245	1,38	,485	,031
Use strong spirits	not a permanent job	65	1,26	,443	,055
	Household	245	1,15	,355	,023
Use hash	not a permanent job	63	1,10	,296	,037
	Household	246	1,00	,064	,004
Use hard drugs	not a permanent job	64	1,06	,244	,030
	Household	243	1,00	,000	,000
Vandalism	not a permanent job	66	1,11	,310	,038
	Household	246	1,03	,167	,011
Shoplifting	not a permanent job	66	1,09	,290	,036
	Household	245	1,02	,142	,009
Burglary	not a permanent job	66	1,05	,210	,026
	Household	247	1,00	,000	,000
Car-theft	not a permanent job	65	1,03	,174	,022
	Household	247	1,00	,000	,000
Use weapon	not a permanent job	64	1,05	,213	,027
	Household	243	1,00	,064	,004
Robbery	not a permanent job	64	1,03	,175	,022
	Household	243	1,01	,091	,006
Group-fight	not a permanent job	65	1,22	,414	,051
	Household	243	1,12	,325	,021
Assault	not a permanent job	65	1,05	,211	,026
	Household	244	1,01	,090	,006
Drug-dealing	not a permanent job	64	1,02	,125	,016
	Household	244	1,00	,064	,004

Table 30 - Independent t-test results examining differences of adolescent delinquent behavior (various classifications of delinquent behavior) and work of mothers

Table 30	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Differ	Std. Error Differ	95% Confidence Interval of the Difference	
Delinquency	33,57	,000	2,92	324	,004	,085	,029	,028	,142
Use beer/wine	4,363	,038	1,73	310	,084	,117	,067	-,016	,250
Use strong spirits	16,00	,000	2,19	308	,029	,115	,052	,012	,217
Use hash	91,53	,000	4,46	307	,000	,091	,020	,051	,131
Use hard drugs	73,90	,000	4,01	305	,000	,063	,016	,032	,093
Vandalism	29,30	,000	2,72	310	,007	,078	,028	,022	,134
Shoplifting	30,92	,000	2,77	309	,006	,071	,025	,021	,120
Burglary	51,53	,000	3,41	311	,001	,045	,013	,019	,072
Car-theft	33,24	,000	2,79	310	,006	,031	,011	,009	,052
Use weapon	30,58	,000	2,70	305	,007	,043	,016	,012	,074
Robbery	8,343	,004	1,44	305	,149	,023	,016	-,008	,054
Group-fight	13,95	,000	1,99	306	,047	,096	,048	,001	,191
Assault	18,98	,000	2,16	307	,031	,038	,018	,003	,072
Drug-dealing	4,163	,042	1,02	306	,308	,012	,011	-,011	,034

An independent –samples t-test was conducted to compare delinquency reported by females whose mothers do not have a permanent job and those whose mothers are doing household. There was a significant difference in the scores for those whose mothers do not have a permanent job and those whose mothers are doing household ($p=.000$, $p< .005$). There was significant difference in classifications of delinquent behavior regarding overall delinquency, use of hash, use of hard drugs, and burglary. Results of the independent t-tests indicated that means were significantly different for classifications of adolescent delinquent behavior. The work of the mother did make a difference in level of involvement for the general classification of adolescent delinquent behavior. Female adolescents whose mothers are doing household reported significantly lower levels of delinquent behavior than those whose mothers do not have a permanent job.

Figure 11- Delinquency and work of mothers



This section refers to the case study findings in relation to female delinquency and emotional factors.

A. Psychopathology and Antisocial Behaviour: A Case Study

Frequencies

In the case study, 119 female students in 1st, 2nd and 3rd grade of the Gymnasium (secondary) school participated. All of them completed a booklet of TSCC-A (Trauma Symptom Checklist, for Children), BYI (Beck Youth Inventories –Depression) and the self-reported delinquency questionnaire of the ISRD-2 study. The same students participated in five focus groups.

Frequency Tables

Of the 119 female participants (see Table B-1), 10.9% reported severe anxiety, 21.0% reported mild anxiety and 68.1% reported no anxiety (normal reaction to stress).

Table B-1 Anxiety among female participants

Anxiety					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	severe	13	10.9	10.9	10.9
	mild	25	21.0	21.0	31.9
	average	81	68.1	68.1	100.0
	Total	119	100.0	100.0	

As TableB-2 shows, that of the participants, 10.9% reported severe anger, 16.0% reported mild anger and 73.1% reported no anger (within normal range).

Table B-2 Anger among female participants

Anger					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	severe	13	10.9	10.9	10.9
	mild	19	16.0	16.0	26.9
	average	87	73.1	73.1	100.0
	Total	119	100.0	100.0	

Regarding past-traumatic experiences, 10.1 % of female participants indicated severe symptomatology, 16.8 % indicated mild symptomatology and 73.1% indicated no symptomatology. (see Table B-3).

Table B-3 Post-trauma among female participants

PostTrauma					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	severe	12	10.1	10.1	10.1
	mild	20	16.8	16.8	26.9
	average	87	73.1	73.1	100.0
	Total	119	100.0	100.0	

As measured by Beck Youth Inventories,(see table B-4), 10.1% of the female participants scored high on depressive symptomatology (extremely elevated). 7.6% of the participants scored moderately (moderately elevated), 16.8% scored low (mildly elevated) and 65.5% scored within normal range (average). This indicates that 34.8% of female students experience depressive symptoms.

TableB-4 Depressive symptomatology among female adolescents

Depression					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	extremely elevated	12	10.1	10.1	10.1
	moderately elevated	9	7.6	7.6	17.6
	mildly elevated	20	16.8	16.8	34.5
	average	78	65.5	65.5	100.0
	Total	119	100.0	100.0	

As table B-5 shows, 1.7% of the 119 participants, scored high on delinquency, 5.9% moderately and 24.4 scored mildly elevated. The majority of the students 68.1% scored within normal range.

TableB-5 Antisocial behavior among female participants

		antisocial			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	severe	2	1.7	1.7	1.7
	moderate	7	5.9	5.9	7.6
	mild	29	24.4	24.4	31.9
	none	81	68.1	68.1	100.0
	Total	119	100.0	100.0	

Correlations

Using Pearson Correlation, Anxiety, Depression, Anger, Post trauma and antisocial behavior were related to reach some conclusions. As Table B-6 illustrates, all constructs correlate positively and there is a significant correlation. Anxiety is strongly correlated to Depression($r=.653$), Anger($r=.636$), Posttraumatic experiences($r=.471$) and antisocial behavior($r=.455$). Depression is strongly correlated to anger ($r=.701$), anxiety($r=.653$) and post traumatic experiences ($r=.664$) and all these correlate significantly with antisocial behavior.

Table B-6 Correlations

		Correlations					
		Anxiety	Depression	Anger	PostTrauma	Depression	antisocial
Anxiety	Pearson Correlation	1	.653**	.636**	.471**	.574**	.455**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	119	119	119	119	119	119
Depression	Pearson Correlation	.653**	1	.701**	.664**	.747**	.514**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	119	119	119	119	119	119
Anger	Pearson Correlation	.636**	.701**	1	.650**	.677**	.523**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	119	119	119	119	119	119
PostTrauma	Pearson Correlation	.471**	.664**	.650**	1	.635**	.355**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	119	119	119	119	119	119
Depression	Pearson Correlation	.574**	.747**	.677**	.635**	1	.479**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	119	119	119	119	119	119
antisocial	Pearson Correlation	.455**	.514**	.523**	.355**	.479**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	119	119	119	119	119	119

** . Correlation is significant at the 0.01 level (2-tailed).

Regression Analysis

A stepwise regression analysis was performed with the dependent variable as antisocial behavior (delinquency), and the other variables depression and posttraumatic experiences as the independent variables. The regression was run to assess whether depression or posttraumatic experiences predicted the most variance in the analysis. A one-way ANOVA was used to test for differences among three constants (depression, post-trauma and delinquency).

Table B7- Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.520(a)	.271	.258	.498

a Predictors: (Constant), Post-Trauma, Depression

Table B8- ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10,678	2	5,339	21,515	,000(a)
	Residual	28,785	116	,248		
	Total	39,462	118			

a Predictors: (Constant), Post-Trauma, Depression- b Dependent Variable: antisocial

Table B9-Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	1,365	,208		6,559	,000
	Depression	,427	,095	,477	4,500	,000
	Post-Trauma	,054	,093	,062	,585	,560

a Dependent Variable: antisocial

Antisocial behaviour significantly predicted depression and posttraumatic experiences ($p=.000$ $p<.005$). There was a significant main effect for treatment $F(2,116)=21,515$, $p<.001$ and a significant interaction $p<.001$

Focus Groups

Five focus groups were developed in the school to study female student's attitudes, beliefs and ideas about juvenile delinquency in their school. Each group included 10-12 female students of the same age. The same students participated in the survey two weeks earlier and answered the questionnaires related to depression, trauma and delinquency.

Each session lasted 90 minutes (two school periods). An Educational Psychologist acted as moderator and presented seven questions to each group. The focus groups took place in February 2008 in the school setting. Audio- tapping and field notes were used and participants were ensured that confidentiality and anonymity were strictly protected.

Characteristics of Groups

Groups	Number of Participants	Age of Participants	Grade
Group A	12	12-13	A
Group B	11	12-13	A
Group C	12	13-14	B
Group D	10	13-14	B
Group E	12	14-15	C

The data analyzing process followed five steps and it was then crosschecked between two researchers (educational psychologists):

1. Affixing codes to field notes
2. Noting reflections (audio-taping and field notes)
3. Sorting through materials to identify similar patterns, themes, differences between subgroups etc.
4. Gradually elaborating set of generalizations based on the case study findings
5. Confronting generalizations derived with a theoretical background and with quantitative data from the ISRD-2 study guiding the whole process.

The focus group analysis created two deliverables: findings and conclusions. Findings refer to the actual statements as developed by the groups. These are facts (actual behaviours and statements) by the focus group participants. Most of the statements represent a consensus among all participants involved in the five focus groups. The conclusions refer to interpretations of the findings by the researcher. They represent the deductions that were made and a summary of the main findings.

The following is a review of the analysis for the five focus groups. Findings are ordered chronologically (by the time they were stated by the participants):

Findings

1. Juvenile delinquency is both a concern and a problem shared by most of the participants. Almost all of the girls participated agreed that there is a problem of delinquency in their own school. Most of the participants perceived the problem of juvenile delinquency in their school as severe with only few students stating that the problem is not severe. In particular, only two participants in focus group B, stated that they consider the problem not to be severe.
2. A definition of juvenile delinquency (the term antisocial behaviour was also used and allocated the same meaning) was agreed among each group and each participant expressed her opinion regarding the definition of the phenomenon. In defining juvenile delinquency participants referred to violation of the law by a minor (under the age of 18). The definition includes according to the groups such behaviours as alcohol and drug use, smoking, stealing, destroying of school property, bullying and fighting in the school. The majority of the participants believed that all of these behaviors except alcohol and drug use were demonstrated in their school. Many of the participants stated that they have friends who use drugs and alcohol but none of the participants stated that there are students who make use of drugs in the school premises.

Most of the participants stated that bullying is a serious problem in their school and many of them stated that they were victims of bullying themselves.

3. Most of the participants agreed that boys are more often engaged in these behaviors than girls are, even though girls also exhibit antisocial behavior. Girls are more often engaged in school fighting. Some of the participants in group E stated that girls are engaging in violent behaviors, bullying and smoking more often than boys.
4. According to most of the participants, educators at first try to help students with antisocial behaviour and discuss their difficulties with them. Gradually though, educators do not pay any attention to deviant students and ignore their needs or their behaviour. The usual practice of their school is to refer delinquent students to the head teacher or to the assistant head teacher who punish them most often by expelling them from the school. Some of the participants stated that some educators react differently and try a lot to support these students and communicate with them; that not all educators react in the same way and there are significant differences to the way educators treat students with antisocial behaviour. Few participants in group A stated that some of the teachers do not follow the rules in a strict manner and try to communicate with the students and solve the problem by themselves.
5. Most of the participants when asked about the causes of these antisocial behaviours and the underlying reasons answered that family and lack of communication within the family environment are significant factors in the development of adolescent delinquency. Parents sometimes behave violently towards each other or towards their children and they do not support their children emotionally. Dysfunctional families play a significant role in the development of antisocial behaviour in adolescents according to the opinion of most of the participants. Some of the participants in groups A and B claimed that sometimes even though the family environment might be well structured, adolescents still engage in antisocial

behaviour because delinquent peers influence them and soon they identify with them. Peer influence and contact with delinquent peers was also discussed and perceived as a possible cause of adolescent delinquency. Most of the participants agreed that social class and socioeconomic status are not significant factors that can cause antisocial behaviour. Some participants stated that they have friends from different socioeconomic backgrounds that use drugs and steal money for their doses. Only few participants stated that learning difficulties and school failure might encourage an adolescent to become delinquent. One participant stated that delinquency might cause learning problems and school failure. Some of the participants (group A, B and E) stated that trauma related events in the family might cause adolescents to behave antisocially. Death in the family or death of a loved one might be a significant factor of delinquency and antisocial behaviour. One participant in group A stated that when her father died she started having problems at school because of her behaviour.

6. A major concern of the participants was to provide suggestions for a better school atmosphere and a safer school environment. Most of the participants agreed that there is a lack of communication between educators and students. As stated by one participant in group A, “laws and regulations cannot change school climate and cannot provide solutions to the problem of delinquency. Instead, educators should listen to the students respect their needs and communicate better with them. Punishment is not the best solution.” Overall, most of the participants suggested that educators should address the needs of individual students and educational reform strategies need to be developed in an attempt to create a positive school atmosphere. Some students suggested that psychology courses should be included in the school curriculum and more intervention programs should be developed in their school.

Participant Observation

Two educational psychologists acted as participant observers and spent three weeks in the school setting. Observation took place in selected classrooms (Grades A, B, C) and in the yard during breaks. Observation was overt and two psychologists explain to students the reason for their presence and the aim of their observation. The students were informed about the aims and objectives of the study and understood the need for the observational study.

There was confidence and acceptance of the psychologists since students were assured about confidentiality issues and anonymity was secured. Through experience in the field setting, the researcher was able to gain a broad perception of the sociocultural environment, exploring a range of areas before focusing on specific variables.

Findings

The following themes were developed in the course of analysis: “belonging”, “antisocial behaviours”, “teacher reaction”.

❖ Belonging

Through observation, it was evident that females with antisocial behaviour developed strong emotional ties with antisocial peers. A sense of “togetherness” was evident among female delinquents. They described being “really good friends” and in terms of social life, they talked about parties, telling jokes together, laughing, meeting new people.

However, their kind of fun was often linked to troublesome behaviour. Female delinquents described their friends as important. The following is a discussion from participants during break time:

“My friends are important since they can help me when I get into fight or when I have troubles in the school or in my house.”

“I can stay overnight to my friend’s house when I have problems at home”

“They are like family to me. We go out to the clubs at night; we drink alcohol together and smoke some cigarettes for fun”

❖ Antisocial Behaviour

Antisocial behaviour was said to be exhibited mostly by male students in the classroom during lesson time. Females were involved in antisocial behaviour mostly during breaks. In five instances, females were violent towards the teacher or other schoolmates in the classroom during lesson time. Verbal assault and physical assault (in one instance) was recorded in Grade C between female students and teachers. One female student got into a fight with her teacher in class and reacted violently and aggressively. Her actual words were “I am very angry with you and I will destroy your car”.

In the yard during breaks, many female students get together and smoke in the yard of the nearby elementary school that is connected to the secondary school. Twenty-five incidences of fights in the school included at least one girl in this three-week period of observation. Girls were extremely angry and upset and at least in two instances school property was damaged.

❖ Teacher Reaction

Educators most of the time ignore antisocial, provocative behaviour in class. Some educators shouted at students and referred them to the assistant head teacher for punishment. Most of the times the consequence was to expel the student from the school. The length of the punishments depends on the seriousness of the offence. Few teachers arranged private meetings with the students, discussed the situation, and communicated more freely with the adolescents. Some teachers referred the students to the school counsellor and asked a school psychologist to visit the school. As one teacher said:

“It is very difficult for teachers to have a student with antisocial behaviour in his or her class. You cannot work with the rest of your students and you

lose precious time by discussing, counselling or punishing a student. Teachers need help to deal with severe behavioural problems and difficult students.”

Qualitative Data Analysis

Human discourse and action cannot be completely understood with the methods of natural and physical sciences. Instead, human activity is perceived as a collection of symbols expressing layers of meaning. Thus, deep understanding and empathy indwelling with the subject of inquiry is necessary for better interpretation of data. The collection of qualitative data in this study acts as a supplement to the quantitative data as well as the literature review regarding the phenomenon of delinquency and school violence.

Quantitative data served in the first place to identify the extent of the problem of delinquency in general and female delinquency in particular and qualitative data supplemented these findings.

Female students participated in the case study reported concern about delinquency and school violence and considered delinquency as a serious problem of their own school. This concern provided the incentive for a further break down of the qualitative data, which revealed that more males than females were involved in antisocial behaviour and school violence. Participants in focus groups claimed that more males than females were involved in violent and delinquent behaviour in their school and participant observation confirmed this finding. Gender differences were also evident from the findings of the quantitative data, which revealed that more males than females reported involvement in all classifications of delinquent and violent behaviour.

Descriptive results indicated that the role of gender, ethnicity (students experienced discrimination), family structure and work of parents in the development of antisocial behaviour in the school setting is significant. Qualitative data findings support these results since analysis of focus groups and participant observation identified similar patterns and reached similar conclusions. Female participants in focus groups stressed the role of family

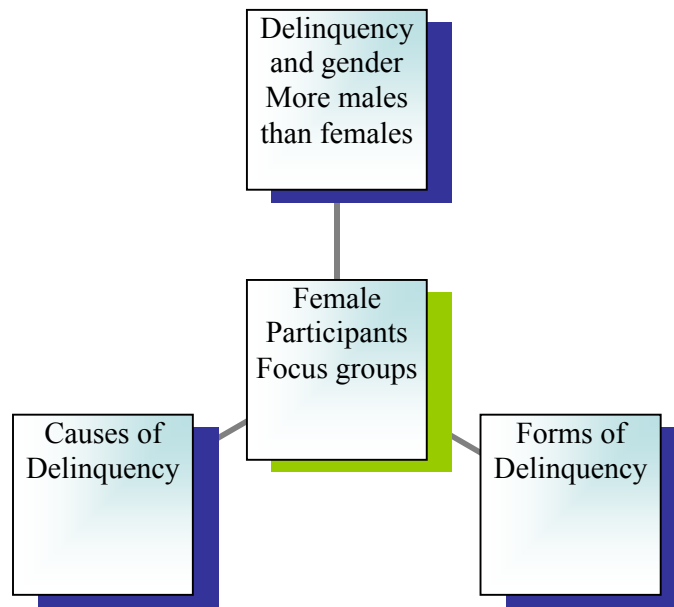
in the development of antisocial behaviour. As one student said, “teachers should not punish the students since most of the time those students involved in delinquent acts do not have any support or help from their family”. The involvement of parents in the communities that care program helped them understand the difficulties of their children and had positive effects in reducing antisocial behaviour.

Ethnicity seems to play a role in the development of delinquency and this role can be explained from the findings of the present study. Quantitative data results indicated that students who experienced discrimination due to their colour, language or religion tend to be more aggressive and more involved in delinquent behaviour than those who never experienced discrimination. Students from different ethnic backgrounds reported more involvement in delinquent acts. Participant observation findings supported this finding, since delinquent adolescents tend to “create a culture of their own” in an attempt to feel safer and stronger against discrimination. Discrimination creates anxiety and frustration, which in turn might result in anger and violence. Quantitative data indicated that students experienced discrimination reported more involvement in most classifications of delinquent acts.

Depression and post-traumatic experiences were strongly correlated to delinquent acts and according to participants in focus groups, students that experienced trauma in their life (death in the family, abuse or neglect) tend to be more violent and aggressive.

Data from the present study suggests that the most frequent delinquent behaviour demonstrated in the secondary school setting in Cyprus is group fighting. This was a persistent finding of the self-reported questionnaire survey, focus groups as well as participant observation. Overall, qualitative data supported quantitative data findings and provided a control mechanism to the descriptive results of the present study.

Focus Groups



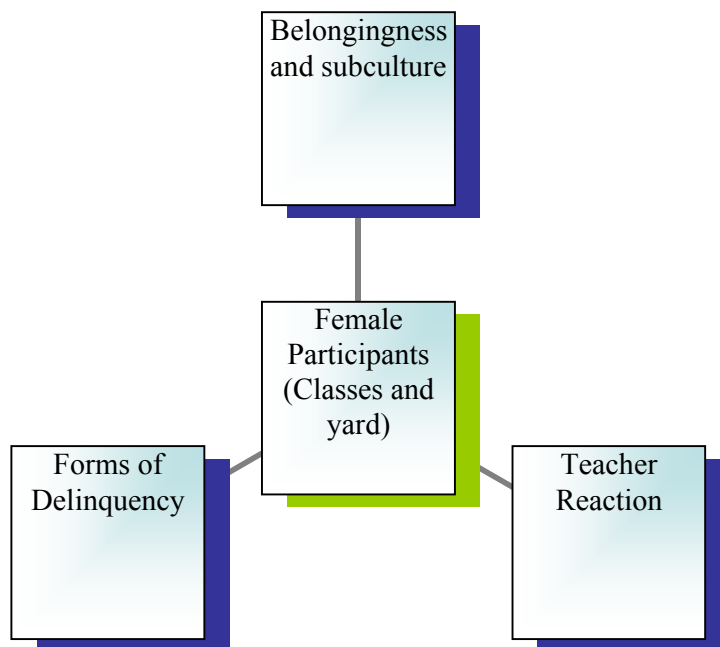
Focus group findings created three categories: delinquency and gender, forms of delinquency and causes of delinquency. Exploration of data (searching, linking and counting of frequencies of words or phrases, single codes or combination of codes) indicated that most of the participants believed that delinquency is a serious problem in their school. Categorization schemes of data analysis indicated further that female participants perceived the problem of delinquency and antisocial behaviour to be closely related to gender. Most of them agreed that significantly more boys than girls were involved in delinquent acts even though they reported that a number of girls were also involved in delinquent acts in particular smoking, verbal abuse and school fighting. After deliberation, participants reached a common definition of delinquency and antisocial behaviour. According to the group, delinquency was defined as a violation of the law committed by a minor (under the age of 18). Definition also included behaviours that do not always result in prosecution but violate the rights of other individuals in the school setting.

The group then discussed the different forms of antisocial behaviour and considered which forms were displayed more frequently in their school. Data analysis identified that the most common forms of antisocial behaviour displayed in their school according to participants were bullying, fighting, smoking, verbal abuse and alcohol drinking.

The third category evolved from the group discussion was “causes of delinquency”. Female participants stated that possible causes include the family (disruptive families, abusive parents) as well as the lack of communication between students and educators. Interaction with delinquent peers, academic failure, trauma in the family and social status were also mentioned as possible causes of delinquency. Most of the participants agreed that trauma in the family plays a significant role in the development of school violence and delinquency. Trauma in the family according to the group characterised conditions such as abuse, neglect and death of a loved one.

The three categories evolved from the focus-group discussion when analyzed produced findings that supplement the quantitative results of ISRD-2 survey and stress the relationship between delinquency, gender, family and school.

Participant Observation



Participant observant concluded after coding and analyzing the vast amount of qualitative data, that three major factors were developed during observation in the school setting: those included “belongingness”, “antisocial behaviour” and “teacher reaction”. Delinquent girls tend to interact with delinquent peers in class and during breaks. They developed a culture of their own and shared common values and way of living. They developed strong ties and consider each other as a part of the same “sub-culture”, a part of a “family in the school”.

The participant observer recorded a number of antisocial acts during lessons as well as in the yard during breaks. Most common instances recorded, referred to school fighting, smoking and verbal abuse. Male students were involved in delinquent acts more frequently than girls. Observation notes included such behaviours as fighting, verbal abuse, bullying and smoking.

Girls were most often involved in group- fighting and smoking. Teacher reaction to delinquent behaviour was not always the same and there was not any systematic policy regarding delinquent behaviour in the school. Every teacher reacted based on his or her own beliefs, thoughts and understanding of the situation.

“Communities that Care”

Program Implementation and Evaluation

A number of students, parents as well as educators from the secondary school that was used as a case study, completed a questionnaire about the Communities that Care program and its effects on referred female students from the school counsellor of the school.

Sample	Number
Students	10
Parents	10
Educators	10
Total	30

Most of the students (9/10) as well as the parents (7/10) were very satisfied with the program and considered it useful for the enhancement of mental health of students. Some of the educators (5/10) did not know much about the program and thus did not answer the questionnaire provided. Those that knew the program (6/10) considered it useful and believed that it has an important role in the fight against juvenile delinquency and antisocial behaviour.

Students believed that the program should be expanded and should include all of the students in their school since it provides opportunities for healthy activities and promotes mental health. Only one student believed that the program did not help her at all and did not offer any opportunities for development and learning. Most of the students claimed that they enjoyed the program and wished for more activities to be included (sport and musical activities). The large majority of the students (9 out of 10) believed that the program provided interesting activities and kept them away from trouble and antisocial behaviour.

Most of the students suggested that the program needs to be enriched with new activities (dancing, music) and with other outdoor activities and excursions.

Parents were satisfied with the program and emphasized the positive effect it had on their children. They indicated that their children learned to be more sociable and to adjust to new situations through positive peer role modelling and supervision. They believed that athletic activities helped their children develop their skills and kept them away from antisocial behaviour and delinquency.

Educators were not well informed about the program and thus could not answer most of the questions on the questionnaire. Those that were informed about the program considered it a positive action and indicated that it provides an opportunity for healthy activities. They emphasized the positive effect on behaviour that the program had on some of their students.

Triangulation of Methods

Triangulation is the application and combination of several research methodologies in the study of the same phenomenon that can be employed in both quantitative as well as qualitative studies. It is often used in social sciences as alternative to traditional criteria like reliability and validity and as a method of securing the credibility of qualitative research analyses.

Using triangulation and thus combining multiple observers, theories, methods, and empirical materials can overcome the weakness or intrinsic biases and the problems that might result from single method, single-observer, and single-theory studies.

Denzin, (1978) identified four basic types of triangulation:

Data triangulation: involves time, space, and persons

Investigator triangulation: involves multiple researchers in an investigation

Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon

Methodological triangulation: involves using more than one method to gather data.

In this study, investigator triangulation and methodological triangulation were employed in an attempt to overcome intrinsic biases from single method and single observer. A single quantitative large scale epidemiological study was developed (ISRD-2) that was triangulated with case study results (questionnaires, focus groups and participant observation).

Two observers were employed to develop participant observation in the school premises in an attempt to secure for objectivity and overcome intrinsic biases of a single observer methodology.

Results of Triangulation

Gender

The ISRD-2 epidemiological study indicated that there is a significant difference between male and female involvement in delinquent acts. A significantly higher proportion of male adolescents are involved in delinquent acts than female adolescents are. The same finding was recorded during focus groups when the great majority of female participants stated that in their school more boys than girls exhibit antisocial behavior. This was in accordance with the analysis of the results of participant observation. Both observers indicated that more boys than girls were engaged in delinquent behavior in the school.

According to the counselor of the secondary school, more boys than girls are referred to Communities that Care Program by the school due to their antisocial behavior.

Age

According to the ISRD-2 findings, age was a significant factor in the development of antisocial behavior. Older girls (15 years of age) tend to get involved in delinquent acts more often than younger girls aged 12-14 years do. This was obvious during participant observation as well as in the analysis of the results of the focus groups. Older girls (those

in third grade of the Gymnasium) admitted to participating in delinquent acts more often than younger girls (grades A' and B')

Family Status

Based on the findings from the ISRD-2 study, female adolescents who live with one of their parent or with others tend to get involved more frequently in delinquent acts than girls who live with both of their parents. This is also obvious in the analysis of the focus groups and the participant observation results.

Ethnicity

Female adolescents of different ethnic backgrounds get involved in delinquent acts more than female adolescents from Cyprus. This finding is in accordance to the results of the focus groups and the results of participant observation. According to the educators of the Communities that Care Program, more students from different ethnic backgrounds engaged in antisocial acts during afternoon activities than Cypriot students. It may be possible of course, that adolescents of minority ethnic background are more likely to come from single parent families and to become marginalized due to experiencing frustration in being integrated into school, leading to low achievement and discrimination.

Discrimination

Those female adolescents who experience discrimination due to their religious beliefs, color, language or ethnicity are involved in antisocial behavior more than those who never experienced discrimination. The same is indicated by respondents in focus groups and recorded during participant observation by both observers.

Educators from the Communities that Care Program indicated that students that come from different ethnic backgrounds and experience discrimination are often engaged in antisocial acts. One possible explanation for the phenomenon identified is that ethnic minority adolescents are more likely to be of low socioeconomic status and to come from single parent families which leads them to antisocial behavior, which aggravates local's negative perception of and attitudes toward them, resulting in such pupils marginalization.

Literature Review and Findings of the Study

As indicated by the results of the ISRD-2 study as well as from the case study findings, there is a significant difference in antisocial behavior by gender. Indeed, gender differences in antisocial behavior are a common finding in social science research. Evidence of a strong link between gender and delinquency has been identified since the early days of empirical social research (Hirschi 1969; Cohen 1955). Girls usually exhibit less delinquency, less drug use and abuse and less violent behavior in schools or in the community than do boys do. Over the years, self-report studies, as well as official statistics, indicate substantially higher rates of crimes and antisocial behavior in males (Graham & Bowling, 1995, Junger – Tas et al. 2003; Wilson & Herrnstein, 1985). This finding appears to be stable across cultures (Junger-Tas et al. 2003).

In accordance with the findings of the present study, literature in psychology has also acknowledged the environmental influence of the family and the general community on the development of the adolescent (Bronfenbrenner, 1992; Lerner et al., 1996). Although theorists have supported peer influences as being the most pronounced dynamic involved in adolescent behavior choices (Blos, 1979; Erickson 1959), more recent empirical studies have focused on the influence of family support as a protective factor of adolescents (Resnick et al., 1997). For females, family problems and disturbance may result in antisocial behavior such as early pregnancy, gang membership and drug abuse (Resnick et al., 1997).

In relation to age and involvement in delinquent acts, the literature supports the findings of the case study as well as the findings of the ISRD-2 study in Cyprus. Agnew, (2001) analyzed the effect of age on adolescent delinquents behavior and concluded that most adolescents begin to engage in antisocial behavior in late childhood to middle adolescence and cease their participation in late adolescence (17-19 years of age). Several longitudinal studies have demonstrated that early conduct problems predict later delinquent behavior (Farrington 1991, Cohen 1996). The term “conduct disorder” subsumes a variety of

chronic antisocial and aggressive behaviors: defiance, stealing, lying, and fighting (DSM IV; American Psychiatric Association 1994). The association has been found for males and females, persons of different racial and ethnic backgrounds and from different countries.

Estimates of peak age for offending vary internationally, but tend to center on 17-18, with the start of criminal career usually being estimated to be around 14 or 15 (Farrington, 1995). The peak age of offending is usually in the late teens, but these rates differ by country and by source. In Cyprus, peak age is later in the early twenties.

International variations exist with respect to the age of juvenile criminal responsibility. In most European Countries, the median age at which children can be prosecuted is 14-15. The recent trend has been to rise the age (Norway from 14 to 15 and Rumania from 14 to 18). In Cyprus, age of criminal responsibility is 14 years.

In relation to ethnicity, the literature review supports the notion that ethnicity is related to delinquency in accordance with this study findings. Studies of the American juvenile justice process suggest that ethnicity is associated with crime, with African Americans more likely to be recommended for formal processing than white offenders (Sampson & Lauritsen, 1997). In England and Wales, young black males are five to six times as likely as whites to be in prison (Graham & Bowling, 1995). In the Netherlands, both Moroccans and Antilleans are overrepresented in the crime statistics (Junger-Tas, 1994). In Australia, Aboriginals and Torres Strait islanders are overrepresented in the youth justice system (Boss, 1995). In Canada, natives are admitted to prison eight times more frequently than nonnative's (Tonry, 1994). In both France and Germany, foreigners have higher rates of crime (Smith 1995).

It seems that there is evidence for racial differences in rates of adolescent delinquent behavior; however, these differences are primarily a function of community context and not individual differences per se (Hawkins 1983, Shaw and McKay 1969). The cause of

these underlying differences might be living conditions, joblessness, family risk factors or other risk factors together with prejudice and bias from society.

A review of literature on adolescent female development shows that girls experience greater depression, more suicide attempts and a decrease in self-concept, whereas boys report improved self-concept and self-esteem (Miller et al. 1995). Delinquent girls reported very few positive attributes associated with being female and a sense of personal worthlessness. In childhood, rates of depression are equivalent among boys and girls. However, by adolescence, girls show a dramatic increase in anxiety and mood disorders (Crick and Zahnwaxker, 2003). The present study's findings and conclusions regarding female adolescents, depressive symptomatology and greater involvement into delinquent acts are in accordance with conclusion reached in the literature review.

CHAPTER 6

CONCLUSIONS AND RECOMENDATIONS

School violence and antisocial behaviour in the schools is a subset of youth violence, a broader and serious public health problem. Youth violence refers to harmful behaviour that may start early in life and continue into young adulthood. The involvement of female adolescents in delinquent acts is a phenomenon that is increasing worldwide as well as in the society of Cyprus, a phenomenon that needs to be studied and explored further and more in depth. The important role of the schools in the fight against school violence and antisocial behaviour is evident and must be taken into serious consideration when developing policies and direct efforts towards crime and violence prevention. Cyprus, like most modern societies, is facing problems with antisocial behaviour and school violence that are increasing and becoming more serious in nature.

The changing structure of the school unit in Cyprus, with students from diverse ethnic backgrounds entering the school system and special needs students being mainstreamed into the ordinary school, makes innovative interventions and preventive programs incorporated into the school curriculum most demanding than ever before. Since the passage of Public Law for the Education and Training of Children with Special Needs 113(1) 1999, every child is entitled of free appropriate education in the least restrictive environment. Mainstreaming students into the ordinary school system is thus the policy of the Cyprus government. Based on this policy and philosophy, the Ministry of Education and Culture considers every child eligible of education in an inclusive school that addresses his or her individual needs.

This research is an action research that proposes a psycho-educational intervention within the school system that also refers to community resources. The project studied the phenomenon of female adolescents' delinquent behaviour in schools using an epidemiological study, a survey, a case study approach, structured observations as well as a thorough review of literature.

The reported study has provided answers to the following research questions:

Research Question 1

How severe is the problem of female delinquency in secondary schools in Cyprus? Will there be a high degree of difference in the extent, degree and severity of delinquency among male and female students in secondary schools in Cyprus?

Research Question 2

Is there a relation between the ethnic background of female students and their involvement in delinquent acts?

Research Question 3

What is the relation between depression and prior traumatic experiences to female delinquency in schools?

Discussion of Results

Descriptive Statistics for Participation in Adolescent Delinquent Behaviour in the ISRD-2 Study

The Second International Self-Report Delinquency Study (ISRD-2) in Cyprus was coordinated by the University of Cyprus, Department of Law and initiated in 2006. The aim of the study was to ensure participation of Cyprus in the ISRD-2 project and to collect relevant data about the extent and frequency of different classifications of delinquent behavior and criminal activities among juveniles in the secondary school system. The study was cross-cultural and cross-national and thus comparability using a standardized questionnaire could be made possible. The long-term objective is to develop databases that will be systematic and will provide comparative surveys. The design of these systematic studies will allow for comparisons among countries and thus offer possibilities for policy development and changes regarding youth antisocial behavior worldwide. A small steering committee has worked to coordinate this international project in an attempt to provide common methodology, common research instrument, sampling methods, data entry and analysis.

School samples were used since they allow for better representation of juveniles and ethnic minorities. A representative sample of 2500 students (oversampling 5%) was drawn for the survey. Mainly due to a small number of students being absent on the day the survey was administered at a particular school, the survey sample actually included was 2,360 (i.e. 94.3%). Of those students, 1174 (49.2%) were males and 1,186 (49.7%) were females.

The present study focuses on female adolescents and their participation in delinquency and school violence. The ISRD-2 study included a large representative sample of female adolescents (n=1186) from secondary schools of major cities in Cyprus. Respondents were presented with a series of questions about their involvement in delinquent acts, their views and beliefs about violence and antisocial behaviour and their friends' involvement in antisocial activities. Questions included use of alcohol (mild and strong spirits), use of drugs and drug dealing, use of different kinds of weapons in a fight or as a threat, getting involved into fights, stealing, robbery and vandalism. The great majority of students (58%) used alcohol at least once (mild-beer and wine as well as stronger spirits like vodka, rum, brandy and whisky. Of the respondents, 1.5% made use of hash and /or marijuana at least once in their lifetime and 1% of the female adolescents made use of other hard drugs (heroin, LSD, Cocaine). A small percent of the respondents (0.7%) reported that they had sold drugs at least once in their lives. Regarding classifications of delinquent acts, ISRD-2 study revealed that a significant number of female adolescents had use alcohol (both mild as well as strong spirits), got involved in school fights, in vandalism and shoplifting.

Results indicated that in comparison to their male counterparts, females exhibit less violent behaviour and engage in antisocial acts less often than males do. This is in accordance with the literature review and follows the same pattern as in many western European countries. However, a significant number of female adolescents get involve into school fights (13.2%), use strong spirits (17.5%), get involved in vandalism (3.4%) use a weapon (1.3%) and steal from a shop (2.9). Regarding males, more adolescents get involved in a school fight (21.9%), use hard spirits (27.0%), get involved in vandalism (11.8%), use a weapon

(9.3%) and steal from a shop (7.4%). Regarding drug use, 2% of females use drugs (mild or strong ones) and 10.2% of males.

These findings can also be compared with official police statistics for offences reported as well as with data from Educational Psychological Services (Ministry of Education and Culture, 2005, 2008). Both studies indicated that school fights are a serious problem that the Educational System of Cyprus is now facing. The only large-scale systematic survey of juvenile delinquency and delinquents published in Cyprus is by Hadjivasilis (2003, 1998). He surveyed 1,935 male youths aged 18 or 19 at the start of their military service. He collected data using the 'General Delinquency Scale' about offences/delinquent acts they had committed the previous year. The findings of the present study are in accordance to the findings of this survey. Hadjivasilis found that of the males surveyed:

- 40% had been involved in a group fight.
- 8% had injured someone with some form of a weapon.
- 35% had driven a vehicle drunk.
- 63% had been drunk.
- 18% had stolen something worth more than 5 Cyprus pounds (i.e. about 10 euros).
- 23% had caused criminal damage to property.
- 13% had committed burglary.
- 9% had taken marijuana or hashish.
- 4% had taken such hard drugs as heroine.
- 35% had smoked at least ten cigarettes a day and, finally,
- 10% had been questioned by the police about suspected involvement in offending.

Regarding age, the mean age for participating in any type of delinquent behaviour was 14.4 years of age. Estimates of peak age for offending vary internationally, but tend to center on 17-18, with the start of criminal career usually being estimated to be around 14 or 15

(Farrington, 1995). The peak age of offending is usually in the late teens, but these rates differ by country and by source.

There was substantial difference between Cypriot females and non-Cypriot females. According to Agnew's (2001), Farrington (1995) and other's findings, it seems that there is evidence for racial differences in rates of adolescent delinquent behavior; these differences though are primarily a function of community context and not individual differences per se (Hawkins 1983, Shaw and McKay 1969, Farrington 1995). The cause of these underlying differences might be living conditions, joblessness, family risk factors or other risk factors together with prejudice and bias from society.

Participation in Adolescent Delinquent Behavior According to Family Structure

Adolescents living in intact families (with both parents) had lower means for each classification of delinquent behavior than adolescents living with one parent or with other people had. This finding is consistent to those who report that protective factors include the family context and structure (Farrington, 2003, Wikstrom & Loeber, 2000). While Wells and Ranklin (1991) found strong associations between broken homes and status offences, Formozo, Gonzales and Alken (2000) found family conflict to be strongly related to problem and antisocial behavior in adolescents. This research used a broad definition of family conflict, asking the respondent if a divorce or separation occurred in the house, if family conflict took place and how often, if the family shared common activities (had lunch together and how often, watch T.V together or do other activities together as a family).

Based on the findings from the ISRD-2 study, female adolescents who live with one of their parent or with others, tend to get involved more frequently and in greater proportions in delinquent acts than females who live with both of their parents. This is also obvious in the analysis of the focus groups and the participant observation results and consistent to research findings worldwide.

According to the results of the ISRD-2 study, the work of the father and the work of the mother also seem to make a difference in relation to their daughters' participation in delinquent behavior. Female adolescents whose fathers do not have a permanent job exhibit antisocial behaviour more often and in greater proportion than females that their fathers have a permanent job. The same finding is evident regarding the work of mothers. A significant difference between females whose mothers have a permanent job, those whose mothers are homemakers and those whose mothers do not have a permanent job was recorded. A lower proportion of females whose mothers are homemakers get involved in delinquent acts. In contrast, females whose mothers do not have a permanent job get involved in antisocial behaviour more often than other female adolescents do and in greater proportions. Females whose mothers have a permanent job report less involvement in antisocial behaviour than females whose mothers do not have a permanent job.

Participation in Adolescent Delinquent Behavior by Discrimination

A substantial difference between female students who experienced discrimination (due to ethnic origin, color, religion, language) and those who never experienced discrimination in relation to their involvement in delinquent acts was also evident. A significant number of female students who experienced discrimination were involved in antisocial acts and exhibited violent behavior. Rutter (1989) found that the delinquency level in schools was more affected by the composition of the pupil body than by school organization and structure. An increased number of low-achieving pupils made a high delinquency rate more likely. In addition, the composition of the pupil body is important since it influences directly the interpersonal behavior of all students. Thus, the phenomenon of bullying or victimization and aggression influences all individuals in the school and has adverse effects on learning.

Conclusions

The results of the first stage of the study (ISRD-2) indicated that there is a **significant difference in delinquent and antisocial behavior by gender**. Male adolescents tend to be involved in delinquent acts more often than female adolescents are. However, a significant number of female adolescents are engaging in antisocial behavior, especially in school fights, alcohol use, vandalism and shoplifting.

There are also significant differences regarding age with older adolescents (14, 15+) to exhibit more antisocial behavior than younger adolescents (12-13) do do. **Differences also exist between female adolescents living in intact families (with both parents) and those living with one parent or with others (relatives, strangers, institutions).**

Female adolescents who live with one parent or with others tend to be involved more often in antisocial acts and delinquency than those who live with both parents.

The work of a father and the work of a mother also seem to make difference.

According to the results of the ISRD-2 study, a significant difference between females whose fathers have a permanent job and those whose fathers do not have a permanent job, regarding their participation in delinquent acts and violent behaviour exist. The same finding is evident regarding the work of mothers. It seems that there is a significant difference between females whose mothers have a permanent job, those whose mothers are homemakers and those whose mothers do not have a permanent job, and their participation in delinquent acts. Females whose mothers are homemakers do not get involve in delinquent acts as often as other female adolescents do. By contrast, females whose mothers do not have a permanent job get involved in antisocial behaviour more often than other female adolescents do.

In relation to ethnic background, female adolescents from minority ethnic backgrounds and those who experience discrimination due to their religion, language or ethnic background exhibit more antisocial behavior than Cypriot adolescents do.

This is not to suggest that their antisocial behavior is related to their ethnic background,

rather many possible explanations might be involved and need to be studied further in the future.

Case study analysis

In the case study, a secondary school in Nicosia was used and 119 female students from grades A'B'and C' participated in the study. All the students completed a booklet that included the ISRD-2 questionnaire, the TSCC-A (Trauma Symptom Checklist for children), and the BYI (Beck Youth Inventories-Depression. Additionally, all the students participated in five focus groups in the school premises. Participant observation took place in the school, during breaks and in the classrooms.

Of the 119 females, 10.9% reported severe anxiety, 10.9% reported severe anger, 10.1% reported that they had experienced severe post-traumatic symptomatology and 10.1% scored high on depressive symptomatology. Of the 119 participants, 1.7% scored high on delinquency.

Results indicated that depression and post-traumatic symptomatology were correlated positively to delinquency and that this correlation was significant. A review of literature on adolescent female development, reports that girls experience greater depression, more suicide attempts and a decrease in self-concept, whereas boys report improved self-concept and self-esteem (Miller et al. 1995) during adolescence. Delinquent girls reported very few positive attributes associated with being female and a sense of personal worthlessness. In childhood, rates of depression are equivalent among boys and girls. However, by adolescence, girls show a dramatic increase in anxiety and mood disorders (Crick and Zahnwaxker, 2003).

In addition, using the Cambridge Study, Shepherd and Farrington (2004) examined the relations among childhood predictors of delinquency, teenage offending and other delinquent behavior, injury and illness at ages 16 to 18. Childhood predictors of teenage delinquency predicted injury and psychological illness at ages 27 to 32. Thus, it is likely that children's mental health problems play a major role in their antisocial behavior.

In general, most studies have shown that females are more likely than their male counterparts to suffer depression, mood disorders, internalizing symptomatology and suicide attempts. Miller (1995) concluded that female juvenile offenders were more likely to have suicidal ideation and behaviors than male juvenile offenders were.

Recent literature consistently found evidence that exposure to violence and victimization in the community, family and school, is a consistent variable for aggressive, delinquent behavior (Farrington 2003; Herrera and McCloskey, 2001). Abuse and neglect are perceived as risk factors for later antisocial behavior. Widom (1994) found that early childhood victimization increased the risk of later criminality by about 50%. Trauma theories (Bowlby, 1957) suggest that the loss of a parent has a damaging effect on children, most commonly because of the effect on attachment to the parent. Mother love in infancy and childhood is considered vital and maternal separation during the first years of life can create irreversible negative effects including delinquency. A clear prediction of trauma theories is that the cause of parental loss is unimportant. However, several studies suggest that parental death has fewer adverse effects than separation or divorce (Wadsworth, 1979). In the Cambridge longitudinal study, boys who lost their mothers were more likely to be delinquent than boys who lost their fathers. The study indicated that disruptions caused by parental disharmony were more severe and damaging than disruptions caused by parental loss (Farrington 2000).

Focus groups Analyses

Five focus groups were developed with female secondary students. Each group included 10-12 students and each session lasted 90 minutes. The same students participated in the survey two weeks before the development of the focus groups and completed a booklet with questionnaire checklist and inventories.

Conclusions

Findings were categorized and interpreted according to their content. A summary of the major findings based on their importance provided a basis for conclusions:

- **Participants felt that there is a serious problem of antisocial behaviour in their school. Most of the participants (all groups) agreed that adolescent delinquency is a severe problem that exists in their school as well as in other schools in Cyprus.**
- **Antisocial behaviour and delinquency in school was defined as behaviour that violates social norms and the rights of other individuals in the society. Antisocial behaviour according to the participants includes such acts as bullying, drug and alcohol use, vandalism, smoking, violent acts and fighting in the school.**
- **More males than females are engaged in antisocial behaviour in school even though there are increasing numbers of girls that get involved in delinquent acts.**
- **Family problems, lack of communication, learning problems, delinquent peers and trauma related events were mentioned as possible underlying causes of delinquency in adolescents by most of the participants.**
- **Lack of communication between educators and students as well as a negative school climate and atmosphere promote antisocial behaviour in the school setting according to female adolescents.**
- **Traumatic events in the family (loss of parents, abuse and neglect) were mentioned by respondents as factors that play a significant role in the development of delinquency.**
- **There is a need for educational reform and change of educational policy. Educators need to develop communication skills and abilities and need to address individual students' needs. New lessons should be included in the school curriculum (psychology, study of adolescence)**

and new programs that will address the phenomenon of delinquency should be developed and implemented in secondary schools.

Participant Observation Analysis

Through observation, it became apparent that females who exhibit antisocial behaviour tend to develop strong emotional ties with antisocial peers. **They develop a ‘culture’ of their own and act as if they are members of the same family. They share the same beliefs and value systems that are based on violence and conflict with other students of their schools or other people from their neighbourhood.** This sense of belongingness was obvious during breaks but in the classroom as well. Female adolescents were very close to each other, protecting each other from “perceived threats”, sharing personal things together and planning leisure activities outside of the school together.

Females were engaged in school fights very often and most of them had a leading role in the conflict. Female adolescents used verbal assault and verbal abuse especially during breaks and in the classroom as well.

Bullying also took place in the schoolyard and in the classrooms. Older females (Grade C') were more often involved in delinquent behaviour (school fight, bullying, smoking, verbal assault).

The role of educators in providing suggestions, recommendations or solutions to the problem was not clear. Instead, educators sent different messages every time an antisocial behaviour was exhibited in the school. **There is a lack of policy regarding antisocial behaviour in the schools and, thus, educators deal with the situation according to their own opinions and understanding.** The final decision is apt to the assistant head teacher that he or she needs to decide how to solve a problem every time. Most of the times, expulsion from the school was the kind of punishment imposed. There was no real communication between students and assistant heads after an incident; instead, most of the times students involved were expelled from the school without discussing any aspect of the problem.

“Communities that Care” Evaluation- Analysis

“Communities that Care” is a process that was first developed in the U.S.A. by professors J. David Hawkins and Richard M. Catalano of the University of Washington in Seattle. Today it is being applied in more than 600 American Communities, in the U.K, Australia and the Netherlands. It is a process that works on a local community level and aims to strengthen individuals, families, schools and communities by reinforcing healthy behaviors and promoting positive social values. Communities evaluate the risks that affect the healthy development of children and youths and implement research-based programs to eliminate those risks under a violence prevention process. Through the process, communities use their existing resources in an effective way to confront antisocial and delinquent behavior and to positively affect the development of youths. Collaboration is an important aspect of the process since government agencies, service organizations, schools and the community work together to provide adequate support to children, adolescents and their families.

In Cyprus in 2006, one community (Municipality of Latsia) adopted and applied the Communities that Care process over a ten -year period in an attempt to eliminate risk behavior among public school students. The process provides technical support and training to local coordinators to empower communities in their efforts to prevent and confront delinquency and youth crime. The Municipality of Latsia in collaboration with Doves Olympic Movement implemented a sport and education initiative. In this context, children and youths are taught to set-goals, increase problem-solving skills, increase creativity, identify social goals and develop healthy habits. Every day, up to 160 participants would meet to practice sports (basketball, football, volleyball, handball), to enjoy dance (Greek dances, salsa, tango) to practice theater, music and painting. During the weekends, participants can practice non-traditional sports and activities (skiing, rock-climbing, canoeing, shooting and so forth).

The program also included an educational component that has two phases; with discussions during daily meetings (emotional education and conflict management), and weekend lectures from experts about issues that interest adolescents such as sports and violence, hooliganism, anorexia-bulimia, road safety, and many more.

In Cyprus now, the process includes 160 children and youths that are actively involved in educational as well as athletic activities. Small groups of children and youths participate in discussions, workshops and lectures about different topics of interests. Athletic activities are organized during the afternoons and youths of the community can choose among different sports.

Students with behavior difficulties are referred to the program by the secondary school counselor and can benefit from the activities provided. Parent workshops are developed during the afternoons and different topics of interest are discussed and analyzed with the help of school psychologists and counselors.

The evaluation of the program (with the use of questionnaires) included educators, students as well as parents. Outcomes of evaluation revealed that the program has positive effects on student's behavior and achieves its anticipated targets. Students who participate at Communities that Care program are less aggressive, more self confident, less anxious and more empathetic according to their own opinion, their parents' and educators' opinion.

Students were satisfied with the content of the program and enjoy its activities. They claimed that the program helped them become less aggressive and provided alternative healthy activities during afternoons. Parents of adolescents expressed the same opinion too. They claimed that the program was successful in keeping their youngsters away from trouble and interested in more healthy activities.

Educators were also satisfied with the implication of the program and considered it useful in providing structured activities during free time of students. However, a significant number of educators did not know much about the program and its content.

The program needs to be more closely related to the schools of the community and educators need to be more involved in the development and implementation of the program. School counselors and school psychologists need to be also more involved in the program and refer more students to the program for support.

Summary of Research Findings

Findings from this analysis of data concerning female adolescent delinquent behavior and violence in the schools indicate that delinquency rates in the secondary school system in Cyprus are relatively high and that older females are more likely to exhibit antisocial behavior. Serious delinquent acts are not very common in the schools of Cyprus yet. Regarding classifications of delinquent acts, ISRD-2 study revealed that a significant number of female adolescents use alcohol (both mild as well as strong spirits), get involved in school fights, get involved in vandalism and shoplifting.

Drug use and drug dealing by students is rising but is still in lower rates in comparison to other European countries. The mean ages for participating in the various classifications of delinquent behavior were in accordance with the peak ages for such participation based on research studies worldwide.

This research also supports the view that ethnic background plays a role in the development of antisocial behavior in schools. It seems that there is evidence for racial differences in rates of adolescent delinquent behavior; however, these differences might be primarily a function of community context and not individual differences per se as suggested by many researchers (Hawkins 1983, Shaw and McKay 1969). The cause of these underlying differences might be living conditions, joblessness, family risk factors or other risk factors together with prejudice and bias from society. This was also evident from the findings of the ISRD-2 study regarding discrimination and bullying. Students that have been victims of discrimination and bullying reported higher rates of antisocial behavior in the various classifications of delinquent behaviors presented. The issue of racism and its existence in the school system in Cyprus needs to be studied further.

Significant differences were found between female students living in intact homes and those living with others (one parent, relatives, strangers, institutions). This research supports the potential mitigating effect of family structure on female adolescent delinquent behavior.

Qualitative data yielded some interesting results regarding students' attitudes and opinions about antisocial behavior and the way school personnel (educators, assistants, principles) deal with the problem. Students consider antisocial behavior a serious problem that exists in their school and emphasized school fights as a major problem that takes place very often in the schoolyard. Smoking was a problem reported by many students and one that is rising with an increasing number of younger females (13+) smoking on the school premises.

Female students reported that there is a lack of communication between students and educators and consequently the school atmosphere and climate is not a positive one. They also mentioned the need for more preventive programs and interventions to be developed and included in their school curriculum. They even proposed some issues of interest such as "problems of adolescence", "needs of students", "and improving relationships in the school", "solve your problems without violence".

Participant observation also yielded some interesting conclusions. It was obvious that female adolescents engaging in delinquent acts choose peers that are also delinquent and develop a "culture" in the school that shares the same values, ideas and opinions. This is a step closer to the development of "gangs" in the schools as well as in the community. Through participant observation, it was recorded that female adolescents are involved in school fights very often, smoke during breaks and verbally abuse other adolescents in the school. Bullying and discrimination was also evident in the school. Participant observation revealed the lack of policy and guidelines regarding antisocial behavior in the schools. Educators dealt with each incident differently and based their decisions on their own value system and feelings.

The C+C program evaluation indicated that it has positive effects on the behavior of adolescents and that it provides alternative, healthy activities within the community. All of those involved (parents, students, educators) considered the program effective with positive implications on the behavior of adolescents.

Theoretical Basis of the Study

The theoretical basis of the present study includes Social Control Theory, also known as Social Bonding Theory proposed by Travis Hirschi (1969) and Wilkstrom (1998), General Crime Theory proposed by Gottfredson and Hirschi (1990) as well as Social Context theory developed recently by Wilkstrom and Butterworth (2006).

According to this theoretical framework, antisocial behaviour of adolescents is closely related to social bonding, self- control as well as social context. Adolescents that fail to develop strong social bonds with family members or significant others, who lack a commitment to a normative social subsystem, fail to get involved in social activities and fail to develop beliefs in value systems are at a higher risk to exhibit delinquent behaviour. In addition, adolescents with low self-control tend to react impulsively and to get involved in delinquent acts more often than adolescents with self-control. Social context plays an important role in the development of violence and antisocial behaviour and an individual must be perceived within his or her social context (including family, school and the general community).

Strengths of the Research

This study was an action research and allowed the researcher to be actively involved in the research process. An action research approach refers to research that is applied to practical issues occurring in the everyday social work. It intends to improve a real life problem situation by attempting change and monitoring results. At the same time, it provides implications for practice and innovative ideas to the system. The present research study employed a participatory action research paradigm. A participatory action research is a significant methodology for intervention, development and change within organizations

and groups. It refers to action research and intends to critically examine the current practice of an organization (experienced as problematic) in order to change and improve it. Action-research methodology aims at challenging traditional practice techniques and offering new and innovative ideas to deal with a problem. A participatory action research paradigm involves Individuals or groups (within an organization) and guides them to critically examine and reflect on the historical, political, cultural, economic and other contexts of a phenomenon (Wadsworth, 1998). This critical study of a phenomenon, results in changes within the organization, its functions and its decision making process.

The research study reported in this thesis aimed to provide efficient suggestions and recommendations based on research findings on female delinquency, for alterations and changes to be made in the traditional functioning and policy of the organization. In this case, the organization is the Educational Psychological Services of the Ministry of Education and Culture. The results of the research will be examined by the service and program implementation for prevention of delinquency among female students in the secondary school system will be based on the findings of the study. One secondary school from each city will be used in a pilot program that will include some aspects of the “Communities that Care” program, education of the educators on how to handle difficult cases in their classes, education of the parents and psycho- educational support to students.

In the case of delinquency in schools, current practice (program development, psycho-educational interventions, educator’s current practice, curriculum for educators and educational psychologists), was examined and critically evaluated.

The methodology of the proposed project was based on a triangulation framework. Triangulation, the application and combination of several research methodologies in the study of the same phenomenon, is a widely used method in the social and behavioral sciences (Denzin, 1978; Peltó and Peltó 1978).

Major strengths of this research includes its access to a very large data set (N=2.360). The first stage of the study was an epidemiological research regarding delinquency. The

questionnaire used was a valid instrument used in an International study (ISRD-2). In addition and in an attempt to study the phenomenon of female delinquency deeper, a case study approach was employed and more qualitative as well as quantitative data was analyzed. Case studies involve the detailed in depth study of a small number of cases and can thus be comparative in nature. Using the case study approach, qualitative data collection techniques (focus groups, participant observation) were employed to provide answers to the complicated phenomenon of female delinquency. The questionnaires used in the case study (TSCCA and BYI) are valid and reliable instruments used worldwide. In addition, the study provides a database for future comparisons between students from Cyprus as well as comparisons between students from Cyprus and students from different countries.

Limitations of the Study

Despite the large sample, the research design and the research methodology, there are limitations to the current study. Using self-reported adolescent delinquent behavior as the measure of delinquency is a limitation of this study. A few studies that examined differences between self-reported and observable adolescent behavior have reported differences (Farrington, 2003, Elliot & Ageton, 1980). Adolescents may forget, exaggerate, or under-report their behavior. To avoid this problem, participant observation was also developed and used by the researcher in an attempt to triangulate the findings.

The self-reported delinquency measure classified delinquent behaviors into sub-scales. There was initially an attempt to classify all delinquent acts using DSMIV definitions, but all of the behaviors identified in the questionnaire did not easily fit into the DSMIV definition of antisocial personality disorder. It is possible that misclassification of some adolescent delinquent behavior occurred or that some behaviors were classified as being more serious than they actually were. For example, downloading illegally music or videos from a computer is a usual practice in Cyprus and is widespread among the adolescent population.

Implications for the Ministry of Education and Culture

The factors leading to participation in adolescent delinquent behavior are multifaceted. The problem of youth delinquency and school violence is a serious mental health problem. Interventions and preventive programs need to be developed and implemented in every school from preschool to lyceum. These interventions must be coordinated and systematically evaluated by a committee of experts from different departments of the Ministry of Education and Culture and by other experts from different Ministries (Ministry of Health, Ministry of Labor). Research findings suggest that there is a problem with delinquent and antisocial behavior in the schools and that females are starting to engage in antisocial and violent behaviour especially school fighting and bullying. Though still the problem of delinquency is less than in other European Countries, Cyprus needs to develop the necessary prevention techniques and strategies to tackle the problem efficiently.

The Ministry of Education and Culture needs to re-organize and re-structure its policy regarding preventive interventions and program implementations in the schools.

- 1. Research-based interventions should be incorporated into the school curriculum and constantly evaluated for their success in attaining their goals and objectives.**

Currently, most of the programs that are developed and implemented in the schools regarding delinquency and antisocial behavior are developed based on the demands of schools and are not part of a coherent policy of the Ministry. Instead, they are developed and implemented by different departments of the Ministry (educational Psychological services, Department of Primary Education, Department of Secondary Education, schools) without the necessary coordination and evaluation of the whole process.

- 2. The present study suggests that delinquency among female adolescents is increasing and a policy regarding school violence and delinquency should be developed in the Ministry of Education and Culture.**

As it is obvious from the study, at risk population (those older than 13 years old, students who live with one parent or with strangers, students from other countries who experience discrimination) should be included in preventive programs and provided support and help in developing their social skills and in managing their emotions and feelings. Research-based programs should target at risk population and the policy regarding inclusion of foreign students and students with disabilities must be re-structured and evaluated.

3. Programs should be implemented in schools that address racism and issues regarding acceptance of difference. These programs should become part of the regular academic curriculum.

Based on research findings, a significant number of female adolescents in the schools, experience depressive symptomatology and post-traumatic stress disorder characteristics. Those students are more prone to aggression, violence, delinquency and antisocial behavior. Program development and implementation must be target towards this school population and include more educational and clinical psychologists. The role of educators in the early identification and referral of those students is primary and must be emphasized and ensured in the development of any kind of intervention. School psychological services must become more efficient and be present in schools when needed. Depression, and exposure to traumatic experiences are positively related to delinquency and antisocial behaviour according to the research findings.

4. School Psychological Services need to have the necessary expertise and adequate personnel to deal with the problem of delinquency effectively and to focus on prevention and intervention.

Educating the educators and informing the school personnel about delinquency and how to deal with it can be a demanding process. Educators (especially in the secondary school system) must be systematically trained and informed about new methodologies and

strategies regarding the phenomenon of delinquency and its different parameters. Participant observation findings as well as focus groups findings suggest that there is a lack of communication between educators and students in the secondary school system that creates misunderstandings and allows delinquency to flourish. In addition, it is evident from the study that there is a lack of policy regarding the phenomenon of delinquency in the secondary school system and thus educators do not know how to handle difficult cases and to prevent delinquent acts.

5. Parents should also be trained and educated about antisocial behavior on a systematic basis.

Every program that is introduced in a school must also include the parents. Parent groups and workshops must be developed on a systematic and structured way. The inclusion of the parents in the Communities that Care program helped them understand the needs of their children better and provided alternative ways of communication.

Educational Psychological Services with the cooperation of Pedagogical Institute and the University of Cyprus can develop lectures, seminars and workshops that will address the issue of antisocial behavior in the schools and will refer to educators as well as parents. Those training sessions can be developed in flexible hours so that parents can attend easily.

6. Every program that is developed and implemented in the school must have a strong connection to the community.

Based on the study findings, a community-based program can offer opportunities for healthy activities and help students stay out of trouble and away from delinquency during their free time. Instead, alternative activities (sports, music, dancing, painting etc) keep adolescents busy and entertained. The Community itself can also offer therapeutic interventions and parent workshops during afternoon hours. School programs should be in close cooperation with the community and the role of school counselors can be significant in referring students to the community program. It is thus also necessary to include school

counselors in programs and to provide education and training of counselors about the phenomenon of adolescent delinquency and its complexities.

Implications for The Educational Psychology Service

Educational Psychologists work within the school system and work with adolescents on a regular basis. They work either on an individual basis (students are referred to the service by parents or by the schools) or through the development and implementation of preventive and therapeutic interventions in schools.

Educational Psychology Service has recently organized a “program development and implementation” sector that deals with interventions and programs in the school system. Diverse programs are developed either by educational psychologists or in cooperation with other Universities or institutions from many European Countries. As an educational psychologist, the present author was involved in many of the programs that were developed and implemented based on request from schools and without an organized methodological context. The findings of this project can provide a new basis for change and any intervention developed in a school setting will be more planned and organized based on the needs of the school and the community.

- 1. The “program development and implementation sector” of the service needs to be better organized and developed in a way that it can coordinate most of the programs in the schools and systematically evaluate their success. A research sector should be developed in the service that will provide the basis for any kind of intervention applied in schools.**

The Educational Psychology Service has the necessary expertise for program development and thus it should emphasize the importance of prevention of antisocial and delinquent behavior in the schools and develop research-based programs. The Educational Psychology Service in cooperation with University of Cyprus and Pedagogical Institute can provide Training and education of educators of primary as well as secondary schools in Cyprus.

- 2. To become more efficient and to provide research-based programs the service needs to have the necessary resources (human as well as technical resources). More educational psychologists are needed to adhere to European standards and continuing education is necessary for providing up-to date quality service.**

Support of the student, the parents and the school is necessary to help them overcome this serious problem. The need to identify at risk students and provide therapy and counseling to them and their families is evident throughout the study.

Implications for Psychology and Education Departments of Tertiary Institutions

- 1. Academics can ensure that curricula of Educational Psychologists and Educators include contents of all types of adolescent delinquent behaviors**

Curricula should not focus only on causes and correlates explore individual, peer and family factors and provide guidelines for interventions (behavior modification, psychotherapy, program development, preventive programs).

- 2. In the practice setting, educational psychologists can collaborate with professionals in planning, developing and implementing programs that strengthen protective factors and eliminate risk factors in the school setting.**

- 3. Teachers in schools should be capable of identifying at risk students**

Research findings suggest that there are at risk students that are more prone to delinquency and school violence. Therefore, teachers should be capable of identifying early at risk students (depressive symptomatology, experience of traumatic events in the family, hyperactivity and lack of self-control at a young age) and refer those students to educational or clinical psychologists for early intervention. Educators are in an ideal position to implement these actions and help towards early intervention, support and counseling.

Implications for Future Research

This study examined the various aspects of female adolescent delinquency in secondary schools in Cyprus. It further explored the relations of depressive symptomatology and post-traumatic disorder to delinquent behavior. Additionally, ethnic background and its relation to antisocial behavior in youth were further investigated.

Future research should also continue to focus on the role of context in the prediction of violent behavior. Collaborative programs that form relationships between the adolescent, the school and the community are essential to the promotion of mental health and to prevention policy. Lerner (1995) emphasized the importance of forming policies and practices that consider the adolescent in relation to family, peers, and school and community systems.

More research within the school setting is needed in Cyprus, since schools have a primary role in the prevention and intervention efforts. Exploring delinquent behavior at the primary school and study students at a younger age can provide important information and can help towards the development of research-based preventive interventions.

A future study can examine the role of mental health professionals in the identification, prevention and therapeutic intervention within the school system. The role of educators is extremely important and research based studies can provide suggestions for successful interventions developed by educators. Education of teachers and administrators that focuses on mental health issues might affect the incidence of violent behavior and eliminate juvenile delinquency.

In addition, the role of welfare services should be examined and findings can be utilized for suggestions and recommendations for good practice. Welfare services and their role in the adjustment of students in the school setting or in the community in general should be studied further. Training of welfare officers and staff on delinquency and school violence on a systematic basis can provide a support system network for families as well as schools.

Adolescents from different ethnic backgrounds need support and guidance (students as well as the family) to adjust to a new country and to be successfully integrated into the society (school, work, community). Racism in the school and difficulties to accept differences among school population should be studied deeper and more in depth.

Recommendations

Research on school-based prevention suggests that schools do contribute to the level of problem and antisocial behavior exhibited by their students. Schools have the potential to decrease problem behavior by organizing and structuring their settings, school climate and curriculum effectively.

Studies have indicated that a positive school climate can distinguish schools with low levels of violent behavior from those with high levels of violent behavior. A positive school climate includes such characteristics like nurturance, inclusiveness, support and community feeling. Students who feel recognized and appreciated by at least one adult at school will be less likely to act out against the school ethos of nonviolence (Walker, 1995).

A positive school climate further includes the school premises. Schools with an appealing, non-institutional atmosphere in the building can contribute to the development of a positive school climate. Getting students involved with beautifying the building and grounds heightens feelings of ownership and community (Sabo, 1993). Taking care of the school building, repairing damages and vandalism quickly can prevent further destruction of property. The need for a more positive and attractive school climate was mentioned by all participants in the focus groups and it is a persistent finding of the present study.

The role of the principal of the school is essential in reducing the likelihood of violent and antisocial behavior in a school. The head of the school can help establish school norms of nonviolence and community ties by developing sincere, caring relationships with students as well as parents and communicate with them constantly. By maintaining a high profile, walking the halls, visiting classrooms, and being accessible to students and staff,

the principal reduces the likelihood of antisocial behavior (Kadel & Follman 1993). In the present study, students indicated that there is a significant lack of communication between educators and students that creates stress, frustration and possibly delinquency. The role of the principal in developing the necessary mechanism for effective communication can be vital. Findings of this study suggest that there is a lack of effective communication between students and educators that allows delinquency to flourish.

Schools must take advantage of the proven ability of educators, school psychologists and other clinicians to identify children as young as three must who are at risk for developing antisocial behavior and target these students for early intervention. Peer conflict-resolution programs can be developed in the schools from the kindergarten.

These programs train students in empathy, cooperation, and all teach a process to help peers settle differences peacefully. Formal research on the effectiveness of these programs has been limited, but data are accumulating that show peer conflict-resolution programs reduce discipline referrals; improve the school climate; and increase self-esteem, confidence, and responsibility in the students who go through training (Slyck & Stern 1991). Conflict and school fighting as indicated by the present study is a serious problem in Cyprus. A significant number of students in the ISRD-2 study indicated that they were involved in a school fight at least once in their life. This form of antisocial behavior is the most common problem behaviour exhibited in schools in Cyprus based on the findings of the present study. Discrimination due to religion, color and language is another serious problem as suggested by the study findings.

The need for a close collaboration between schools and communities is even greater in cases when children face poverty, abuse, or other problems that ultimately foster violent behavior. Schools need to work in close collaboration to community social-service agencies to provide children and their families with access to counseling, financial assistance, and protection. Parent education at school for families of children who are in

trouble can create bonds between family and school that will benefit both (Kadel & Follman 1993).

This present study suggests three broad policy recommendations for the practice of school-based prevention and intervention:

- a. More funding for school-based prevention**
- b. Shifting of the funding away from programs with less research support and towards programs with more research support and evaluation.**
- c. A monitoring mechanism to ensure program implementation and systematically evaluate program goals and objectives as well as program effectiveness**

The results of the study suggest that for a program to be effective there is a need to target students, family, teachers as well as the general community system. Thus, a program should address these different levels and include each level in structured and systematic interventions (education, sensitization, social skill development).

School-based prevention strategies are effective in reducing antisocial behavior and can be cost effective (Hawkins & Lam, 1983, Greenwood, 1996). The government needs to invest more on school-based prevention efforts since they have proven to be effective in the fight of such a serious phenomenon that leads to violence and crime.

Policy makers must establish the necessary mechanisms to monitor the quality of implementation of school-based programs and interventions and to develop systems to provide technical and scientific assistance. Systematic evaluation and data collection methods should be utilized in an attempt to monitor the quality and success of a program. Data collection methods should be established so that programs generate information on their level of implementation, success and attainment of goals and objectives.

Currently, there are diverse programs in the schools in Cyprus that are preventive in nature and target delinquent behavior (drug abuse, social skill development, self-control). However, most of the programs in the schools are neither co-ordinated nor

evaluated on a systematic basis and thus it is impossible to know whether they are attaining their goals and are indeed effective in reducing antisocial behavior and delinquency.

There is a lack of evaluation and coordination of all programs in the school system.

Research-based programs should be developed and include all student population from preschool to secondary school based on student's age and needs. The content of the program is important and the most effective program content is the same across different age groups. Programs that focus on teaching student's self-control and social competency skills are most effective according to research. The delivery method used in programs is also important and programs that incorporate modeling, role-playing, rehearsal and practice of new skills are more effective than programs relying solely on didactic presentations. Counseling programs, mentoring programs and community services also improve school attendance.

The expertise of educational psychologists should be utilized in the development and implementation of programs in the schools. In addition, educational psychologists can have a vital role in the coordination of programs in the schools and monitoring their evaluation.

Any kind of program needs to be applied mainly by teachers (with the help and guidance of other professionals).

It is thus necessary, to develop the necessary structure that will constantly and systematically provide information and knowledge to teachers through training and workshops. Educating the educators about delinquency, youth violence and antisocial behavior is very important in the successful implementation of any school-based program.

Overall, a systematic and research-based evaluation of the needs of each school should be developed prior to the implementation of any kind of intervention. Community resources must be actualized and included in preventive and therapeutic measures against school violence and delinquency. Cyprus is a small country and the phenomenon of female

delinquency is not severe compared to most European countries. This offers an advantage for preventive efforts and successful strategies to be developed. No single study or thesis can ask all the pertinent questions, let alone answer them. It is however, hoped that the research and findings reported in this thesis will be utilized by policy makers to tackle juvenile delinquency in general and school violence in particular in Cyprus.

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Appendix A
ISRD-2 Questionnaire in Greek

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ISRD 2
13-10-06

Γεια σου,

Το ερωτηματολόγιο αυτό αφορά εσένα και τους φίλους σου. Ενδιαφερόμαστε να μάθουμε περισσότερα για τη ζωή σου, το σχολείο σου, τι κάνεις στον ελεύθερό σου χρόνο και για τα προβλήματα που μπορεί να έχεις. Οι ερωτήσεις αφορούν την προσωπική σου εμπειρία και απόψεις και σου ζητούμε να απαντήσεις με την ελεύθερη συγκατάθεση σου.

Βέβαια, το ερωτηματολόγιο είναι ανώνυμο: το όνομα σου δεν αναγράφεται σ' αυτό, και δεν θα δουν τις απαντήσεις ούτε οι γονείς σου ούτε οι δάσκαλοί σου. Το κωδικοποιημένο ερευνητικό υλικό από τα ερωτηματολόγια θα αναλυθεί από το Πανεπιστήμιο Κύπρου.

Αν υπάρχουν ερωτήσεις που δεν καταλαβαίνεις, παρακαλώ να ρωτήσεις το άτομο που έχει έρθει στο σχολείο για να σας βοηθήσει. Μην σκέφτεσαι πολύ, απλά απάντησε τις ερωτήσεις αυθόρμητα.

Ευχαριστώ πολύ για την προσπάθειά σου.

Ανδρέας Καπαρδής (PhD Cambridge University)
Καθηγητής
Πανεπιστήμιο Κύπρου

ΜΕΡΟΣ Α - ΕΡΩΤΗΣΕΙΣ ΓΙΑ ΤΟΝ ΤΡΟΠΟ ΖΩΗΣ ΣΟΥ


1. Φύλο

- (1) ☐ Αγόρι
(2) ☐ Κορίτσι

2. Πόσων χρονών είσαι;

- (1) ☐ 12
(2) ☐ 13
(3) ☐ 14
(4) ☐ 15
(5) ☐ 16
(6) ☐ 17

3. Γεννήθηκες στην Κύπρο;

- 3.1 (1) ☐ Ναι
(2) ☐ Όχι, γεννήθηκα στη _____ Αν όχι 
- 3.2 _____

Πόσων χρονών ήσουν
όταν ήρθες στην Κύπρο
_____ χρονών

4. Σε ποια χώρα γεννήθηκε η μητέρα σου;

- (1) ☐ Γεννήθηκε στη
(2) ☐ Γεννήθηκε σε άλλη χώρα, συγκεκριμένα στη _____
(3) ☐ Γεννήθηκε σε άλλη χώρα, αλλά δεν ξέρω που
(4) ☐ Δεν ξέρω

5. Σε ποια χώρα γεννήθηκε ο πατέρας σου;

- (1) ☐ Γεννήθηκε στη
(2) ☐ Γεννήθηκε σε άλλη χώρα, συγκεκριμένα στη _____
(3) ☐ Γεννήθηκε σε άλλη χώρα, αλλά δεν ξέρω που
(4) ☐ Δεν ξέρω

6. Ζεις με τη μητέρα σου και τον πατέρα σου;

- (1) ☐ Ναι, ζω με τους δικούς μου μητέρα και πατέρα
(2) ☐ Ζω ένα χρονικό διάστημα με τη μητέρα μου και
ένα χρονικό διάστημα με τον πατέρα μου
(3) ☐ Ζω με τη μητέρα μου
(4) ☐ Ζω με τον πατέρα μου
(5) ☐ Ζω με τη μητέρα μου και τον σύντροφό της/τον πατριό μου
(6) ☐ Ζω με τον πατέρα μου και την σύντροφό του/τη μητριά μου
(7) ☐ Ζω με συγγενείς (όπως, παππούδες, θεία, αδελφό/αδελφή...)
(8) ☐ Ζω με θετή οικογένεια
(9) ☐ Ζω με άλλους, συγκεκριμένα.....

7. Ποια γλώσσα μιλάς συνήθως με τα άτομα με τα οποία ζεις;

- (1) ☐ Τη γλώσσα της χώρας στην οποία ζω σήμερα
- (2) ☐ Τη μητρική μου γλώσσα, διαφορετική από τη γλώσσα αυτής της χώρας
- (3) ☐ Άλλη, συγκεκριμένα

8. Σου συμπεριφέρθηκε ποτέ κανείς άσχημα λόγω της θρησκείας σου ή της γλώσσας που μιλάς, ή το χρώμα του δέρματός σου;

- (1) ☐ Όχι, ποτέ
- (2) ☐ Μια φορά
- (3) ☐ Μερικές φορές
- (4) ☐ Συχνά

9. Ο πατέρας σου (ή ο άντρας με τον οποίον ζεις) έχει δουλειά;

- (1) ☐ Έχει σταθερή δουλειά
- (2) ☐ Εργάζεται στη δική του επιχείρηση
- (3) ☐ Κάποτε έχει δουλειά
- (4) ☐ Θα ήθελε να δουλέψει αλλά δεν μπορεί να βρει δουλειά
- (5) ☐ Έχει μακροχρόνια ασθένεια/ανικανότητα
- (6) ☐ Είναι συνταξιούχος
- (7) ☐ Δεν έχει δουλειά για άλλο λόγο, συγκεκριμένα
- (8) ☐ Δεν υπάρχει κανένας άντρας στο σπίτι

10. Η μητέρα σου (ή η γυναίκα με την οποία ζεις) έχει δουλειά από την οποία πληρώνεται;

- (1) ☐ Έχει σταθερή δουλειά
- (2) ☐ Εργάζεται στη δική της επιχείρηση
- (3) ☐ Κάποτε έχει δουλειά
- (4) ☐ Θα ήθελε να δουλέψει αλλά δεν μπορεί να βρει δουλειά
- (5) ☐ Έχει μακροχρόνια ασθένεια/ανικανότητα
- (6) ☐ Φροντίζει το σπίτι
- (7) ☐ Δεν έχει δουλειά για άλλο λόγο, συγκεκριμένα
- (8) ☐ Δεν υπάρχει καμιά γυναίκα στο σπίτι

11. Έχεις δικό σου δωμάτιο;

- (1) ☐ Ναι
- (2) ☐ Όχι, μοιράζομαι το δωμάτιό μου με άλλα μέλη της οικογένειας

12. Υπάρχει ηλεκτρονικός υπολογιστής στο σπίτι που επιτρέπεται να χρησιμοποιείς;

- (1) ☐ Ναι
- (2) ☐ Όχι

13. Έχεις δικό σου κινητό τηλέφωνο;

(1) ☐ Ναι

(2) ☐ Όχι

14. Η οικογένειά σου έχει ιδιόκτητο αυτοκίνητο;

(1) ☐ Ναι αν ναι πόσα _____

(2) ☐ Όχι

ΜΕΡΙΚΑ ΔΥΣΑΡΕΣΤΑ ΠΡΑΓΜΑΤΑ ΠΟΥ ΜΠΟΡΕΙ ΝΑ ΣΟΥ ΕΧΟΥΝ ΣΥΜΒΕΙ

15. Σκέψου τους τελευταίους 12 μήνες, μήπως ένα από τα ακόλουθα σου έχει συμβεί και εσύ ή κάποιος άλλος το κατάγγειλε στην αστυνομία;
Παρακαλώ απάντησε στις 15.1-15.4

		Δεν συνέβη τους τελευταίους 12 μήνες	Συνέβη τους τελευταίους 12 μήνες	Πόσες φορές καταγγέλθηκε το συμβάν στην αστυνομία;
		(0) Βάλε X	(σκέψου καλά)	(σκέψου καλά)
15.1	Κάποιος/κάποια ήθελε να του/της δώσεις τα λεφτά σου ή κάτι άλλο (ρολόι, παπούτσια, κινητό τηλέφωνο) και σε απείλησε αν δεν το έκανες;	<input type="radio"/> φορές φορές
15.2	Κάποιος σε χτύπησε βίαια ή σε τραυμάτισε τόσο σοβαρά που αναγκάστηκες να δεις γιατρό;	<input type="radio"/> φορές φορές
15.3	Σου έκλεψαν κάτι (όπως βιβλίο, λεφτά, κινητό τηλέφωνο, αθλητικό εξοπλισμό, ποδήλατο);	<input type="radio"/> φορές φορές
15.4	Σε εκφόβισαν στο σχολείο (άλλοι μαθητές σε ταπείνωσαν ή σε κορόιδεψαν, σε χτύπησαν ή σε κλώτσησαν, ή σε απέκλεισαν από την ομάδα τους);	<input type="radio"/> φορές φορές

Η ΟΙΚΟΓΕΝΕΙΑ ΣΟΥ

16. Πώς τα πας συνήθως με τον άντρα με τον οποίο ζεις (πατέρα, πατριό...)

- (1) ☐ Τα πηγαίνω μια χαρά
- (2) ☐ Τα πηγαίνω μάλλον καλά
- (3) ☐ Δεν τα πηγαίνω και τόσο καλά
- (4) ☐ Δεν τα πηγαίνω καθόλου καλά
- (5) ☐ Δεν υπάρχει άντρας στο σπίτι

17. Πώς τα πας συνήθως με τη γυναίκα με την οποία ζεις (τη μητέρα σου ή τη μητριά σου;)

- (1) ☐ Τα πηγαίνω μια χαρά
- (2) ☐ Τα πηγαίνω μάλλον καλά
- (3) ☐ Δεν τα πηγαίνω και τόσο καλά
- (4) ☐ Δεν τα πηγαίνω καθόλου καλά
- (5) ☐ Δεν υπάρχει μητέρα ή άλλη γυναίκα στο σπίτι

18. Πόσο συχνά εσύ και οι γονείς σου (ή οι ενήλικοι με τους οποίους ζεις) κάνετε κάτι μαζί, όπως να πάτε μαζί στον κινηματογράφο, να περπατήσετε, να επισκεφθείτε συγγενείς, να παρακολουθήσετε ένα αθλητικό αγώνα και άλλα παρόμοια;

- (1) ☐ Πάνω από μια φορά τη βδομάδα
- (2) ☐ Μια φορά τη βδομάδα
- (3) ☐ Μια φορά το μήνα
- (4) ☐ Μερικές φορές το χρόνο
- (5) ☐ Μια φορά το χρόνο
- (6) ☐ Σχεδόν ποτέ

19. Πόσες φορές τη βδομάδα συνήθως τρως το βράδυ μαζί με (έναν από) τους γονείς σου (ή τους ενήλικες με τους οποίους ζεις);

- (1) ☐ Ποτέ
- (2) ☐ Μια φορά
- (3) ☐ Δυο φορές
- (4) ☐ Τρεις φορές
- (5) ☐ Τέσσερις φορές
- (6) ☐ Πέντε φορές
- (7) ☐ Έξι φορές
- (8) ☐ Κάθε μέρα

20. Οι γονείς σου (ή οι ενήλικες με τους οποίους ζεις) ξέρουν συνήθως με ποιους είσαι όταν βγαίνεις;

- (1) ☐ Πάντα
- (2) ☐ Κάποτε
- (3) ☐ Σπάνια/ποτέ
- (4) ☐ Δεν βγαίνω

21. Όταν βγαίνεις τη νύκτα, οι γονείς σου (ή η οικογένεια με την οποία ζεις) συνήθως σου λένε τι ώρα πρέπει να γυρίσεις;

- (1) ☐ Δεν βγαίνω
 (2) ☐ Όχι, δεν μου λένε
 (3) ☐ Ναι, μου λένε

Αν ναι:



- 21.1 Κάνεις ό,τι σου λένε; (1) Πάντα
 (2) Κάποτε
 (3) Σπάνια/ποτέ

22. Έζησες ποτέ κάποιο από τα ακόλουθα σοβαρά συμβάντα;

	Όχι (1)	Ναι (2)
22.1 Το θάνατο ενός αδελφού/μιας αδελφής	<input type="radio"/>	<input type="radio"/>
22.2 Το θάνατο του πατέρα ή της μητέρας σου	<input type="radio"/>	<input type="radio"/>
22.3 Το θάνατο ενός άλλου αγαπημένου σου προσώπου	<input type="radio"/>	<input type="radio"/>
22.4 Μακρά ή σοβαρή ασθένεια δική σου	<input type="radio"/>	<input type="radio"/>
22.5 Μακρά ή σοβαρή ασθένεια ενός από τους γονείς σου* ή κάποιου άλλου στενού σου προσώπου	<input type="radio"/>	<input type="radio"/>
22.6 Προβλήματα ενός από τους γονείς σου με αλκοόλ ή ναρκωτικά*	<input type="radio"/>	<input type="radio"/>
22.7 Επανελημμένες σοβαρές συγκρούσεις ή καβγάδες μεταξύ των γονιών σου*	<input type="radio"/>	<input type="radio"/>
22.8 Χωρισμό/διαζύγιο των γονιών σου*	<input type="radio"/>	<input type="radio"/>

* με τη λέξη «γονείς» εννοούμε επίσης τους θετούς ή ανάδοχους γονείς

ΕΛΕΥΘΕΡΟΣ ΧΡΟΝΟΣ

23. Πόσες φορές τη βδομάδα βγαίνεις έξω το βράδι όπως, πας σε πάρτυ ή δισκοθήκη, πας στο σπίτι κάποιου ή κάνετε παρέα στο δρόμο;

- (1) ☐ Ποτέ, δεν βγαίνω έξω τη νύκτα
 (2) ☐ Μια φορά
 (3) ☐ Δυο φορές
 (4) ☐ Τρεις φορές
 (5) ☐ Τέσσερις φορές
 (6) ☐ Πέντε φορές
 (7) ☐ Έξι φορές
 (8) ☐ Κάθε μέρα

24. Εκτός σχολείου, πόσο χρόνο περνάς μια συνηθισμένη μέρα σε μια από αυτές τις δραστηριότητες; Παρακαλώ απάντησε όλες τις ερωτήσεις (24.1-24.7)

	0	½ ώρα	1 ώρα	2 ώρες	3 ώρες	4 ώρες +
	(1)	(2)	(3)	(4)	(5)	(6)
24.1 Μελετάς	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.2 Διαβάζεις βιβλίο	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.3 Παρακολουθείς τηλεόραση, παίζεις παιγνίδια ή κουβεντιάζεις στο διαδίκτυο	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.4 Διαβάζεις περιοδικά ή ιστορίες σε σκίτσα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.5 Κάνεις παρέα με φίλους	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.6 Κάνεις σπορ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.7 Παίζεις ένα μουσικό όργανο	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Όταν βγαίνεις έξω το σαββατοκύριακο, συνήθως πώς πας εκεί που θέλεις; (πάνω από μία πιθανές απαντήσεις);

- (1) ☐ Δεν βγαίνω το σαββατοκύριακο
- (2) ☐ Περπατώ
- (3) ☐ Με παίρνει ο πατέρας μου/η μητέρα μου με το αυτοκίνητο
- (4) ☐ Παίρνω το ποδήλατό μου
- (5) ☐ Παίρνω το μοτοποδήλατό μου
- (6) ☐ Χρησιμοποιώ τη δημόσια συγκοινωνία (λεωφορείο, ταξί)
- (7) ☐ Άλλο

26. Με ποιον περνάς τον περισσότερο ελεύθερό σου χρόνο (μια απάντηση μόνο);

- (1) ☐ Με τον εαυτό μου
- (2) ☐ Με την οικογένειά μου
- (3) ☐ Με 1-3 φίλους
- (4) ☐ Με μια μεγαλύτερη ομάδα φίλων (4 ή περισσότερους)

27. Μερικοί άνθρωποι έχουν μια συγκεκριμένη ομάδα φίλων με τους οποίους περνούν τον χρόνο τους, κάνουν πράγματα μαζί ή απλά κάνουν παρέα. Εσύ έχεις μια τέτοια ομάδα φίλων;

- (1) ☐ Όχι Αν όχι, άφησε πίσω τις ερωτήσεις 28-34 και πήγαινε στην ερώτηση 35
- (2) ☐ Ναι

28. Ποιο από τα πιο κάτω περιγράφει καλύτερα τις ηλικίες των ατόμων στην ομάδα σου;

- (1) ☐ Κάτω των 12
- (2) ☐ 12 με 15
- (3) ☐ 16 με 18
- (4) ☐ 19 με 25
- (5) ☐ Πάνω από 25

29. Η ομάδα αυτή περνά πολύ χρόνο μαζί σε δημόσια μέρη όπως το πάρκο, το δρόμο, τις εμπορικές περιοχές, ή τη γειτονιά;

- (1) ☐ Όχι
- (2) ☐ Ναι

30. Πόσο καιρό υπάρχει αυτή η ομάδα;

- (1) ☐ Λιγότερο από 3 μήνες
- (2) ☐ 3 μήνες μέχρι λιγότερο από ένα χρόνο
- (3) ☐ 1 με 4 χρόνια
- (4) ☐ 5 με 10 χρόνια
- (5) ☐ 11 με 20 χρόνια
- (6) ☐ Πάνω από 20 χρόνια

31. Οι παράνομες πράξεις είναι αποδεκτές από την ομάδα σου;

- (1) ☐ Όχι
- (2) ☐ Ναι

32. Τα μέλη της ομάδας σου κάνουν πράγματι παράνομα πράγματα μαζί;

- (1) ☐ Όχι
- (2) ☐ Ναι

33. Θεωρείς την ομάδα φίλων σου σαν συμμορία;

- (1) ☐ Όχι
- (2) ☐ Ναι

34. Είναι όλο αγόρια ή όλο κορίτσια, ή είναι μια μικτή ομάδα;

- (1) ☐ Είμαστε όλο αγόρια
- (2) ☐ Είμαστε όλο κορίτσια
- (3) ☐ Είναι μια μικτή ομάδα

35. Πόσοι από τους φίλους σου έχουν γονείς ξένης καταγωγής;

- (1) ☐ Κανέναν
- (2) ☐ Μόνο μερικοί
- (3) ☐ Πολλοί από αυτούς
- (4) ☐ Όλοι

36. Οι άνθρωποι συνήθως διαφέρουν όσο αφορά στην καταγωγή τους, τη θρησκεία και τα πιστεύω τους. Οι δικοί σου γονείς εγκρίνουν να έχεις φίλους που ανήκουν σε μια διαφορετική εθνική ομάδα;

- (1) ☐ Ναι
- (2) ☐ Όχι
- (3) ☐ Δεν ξέρω

37. Όταν κάνεις παρέα με τους φίλους σου: (παρακαλώ απάντησε όλες τις ερωτήσεις: 37.1-37.9

Εμείς συνήθως....	Ποτέ (1)	Κάποτε (2)	Συχνά (3)	Πάντα (4)
37.1 πηγαίνουμε σε δισκοθήκες ή συναυλίες ποπ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37.2 παίζουμε σ' ένα μουσικό σχήμα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37.3 πίνουμε πολλή μπίρα/αλκοόλ ή παίρνουμε ναρκωτικά	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37.4 καταστρέφουμε πράγματα για να σπάσουμε πλάκα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37.5 κλέβουμε από μαγαζιά για να σπάσουμε πλάκα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37.6 ασχολούμαστε με σπορ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37.7 παίζουμε ηλεκτρονικά παιχνίδια ή κουβεντιάζουμε στο διαδίκτυο	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37.8 τρομάζουμε και εκνευρίζουμε τους ανθρώπους γύρω μας για να σπάσουμε πλάκα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37.9 Άλλο, συγκεκριμένα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.....				

38. Πόσο συμφωνείς ή διαφωνείς με τις ακόλουθες δηλώσεις για βίαιη συμπεριφορά από νεαρά άτομα;

	Συμφωνώ απόλυτα (1)	Μάλλον συμφωνώ (2)	Μάλλον διαφωνώ (3)	Διαφωνώ κάθετα (4)
38.1 Λίγη βία αποτελεί μέρος της διασκέδασης	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38.2 Πρέπει να χρησιμοποιείς βία για να γίνεσαι σεβαστός	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38.3 Αν κάποιος/κάποια μου επιτεθεί θα του/της ανταποδώσω το κτύπημα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38.4 Χωρίς βία όλα θα ήταν πολύ πιο ανιαρά	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38.5 Είναι απόλυτα φυσιολογικό που τα αγόρια θέλουν να διακριθούν σε σωματικές αντιπαραθέσεις με άλλους	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. Πόσο συμφωνείς ή διαφωνείς με τις ακόλουθες δηλώσεις; (παρακαλώ απάντησε όλες τις ερωτήσεις)

	Συμφωνώ απόλυτα (1)	Μάλλον συμφωνώ (2)	Μάλλον διαφωνώ (3)	Διαφωνώ κάθετα (4)
39.1 Ενεργώ αυθόρμητα χωρίς να σταματήσω να σκεφτώ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39.2	Κάνω όποια πράγματα μου δίνουν ευχαρίστηση εδώ και τώρα, ακόμα και σε βάρος κάποιου μακρινού στόχου	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.3	Με ενδιαφέρει αυτό που μου συμβαίνει βραχυπρόθεσμα παρά μακροπρόθεσμα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.4	Μου αρέσει να δοκιμάζω τον εαυτό μου μέσα-μέσα κάνοντας κάτι κάπως ριψοκίνδυνο	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.5	Κάποτε παίρνω ένα ρίσκο έτσι για πλάκα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.6	Ο ενθουσιασμός και η περιπέτεια είναι πιο σημαντικά για μένα από την ασφάλεια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.7	Προσπαθώ να προσέχω τον εαυτό μου πρώτα, ακόμα κι αν αυτό σημαίνει ότι κάνω τα πράγματα δύσκολα για τους άλλους	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.8	Αν τα πράγματα ενοχλούν τους άλλους, είναι δικό τους πρόβλημα, όχι δικό μου	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.9	Θα προσπαθήσω να πάρω τα πράγματα που θέλω ακόμα κι όταν ξέρω ότι αυτό προκαλεί πρόβλημα στους άλλους	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.10	Χάνω τη ψυχραιμία μου πολύ εύκολα	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.11	Όταν είμαι πραγματικά θυμωμένος/η, οι άλλοι μένουν μακριά μου	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.12	Όταν έχω σοβαρή διαφωνία με κάποιον, συνήθως δυσκολεύομαι να μιλώ ήρεμα γι' αυτό χωρίς να εκνευρίζομαι	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Είχες ποτέ σου ένα ατύχημα τόσο σοβαρό που έπρεπε να δεις γιατρό, όπως σε ένα άθλημα ή σε τροχαίο (όχι ένα απλό κόνημο ή τραύμα);

- (1) ☐ Όχι
(2) ☐ Μια φορά
(3) ☐ φορές

ΣΧΟΛΕΙΟ

41. Γενικά σ' αρέσει το σχολείο;

- (1) ☐ Μ' αρέσει πολύ
(2) ☐ Μ' αρέσει αρκετά
(3) ☐ Δεν μου πολυαρέσει
(4) ☐ Δεν μου αρέσει καθόλου

42. Έμεινες ποτέ πίσω, αναγκάστηκες δηλαδή να επαναλάβεις τάξη;

- (1) ☐ Όχι
(2) ☐ Ναι, μια φορά
(3) ☐ Ναι, πάνω από μια φορά

43. Απουσίασες ποτέ από το σχολείο χωρίς βάσιμη δικαιολογία τους τελευταίους 12 μήνες;

- (1) ☐ Ποτέ
 (2) ☐ 1 ή 2 φορές
 (3) ☐ 3 ή περισσότερες φορές

44. Πόσο καλά τα πας στο σχολείο σε σύγκριση με άλλους συμμαθητές σου;

- (1) ☐ Τα πηγαίνω καλύτερα από τους περισσότερους συμμαθητές μου
 (2) ☐ Είμαι μέτριος μαθητής
 (3) ☐ Δεν τα πηγαίνω καθόλου καλά

45. Πόσο συμφωνείς ή διαφωνείς με τις ακόλουθες δηλώσεις που αφορούν το σχολείο σου; (παρακαλώ απάντησε όλες τις ερωτήσεις: 45.1-45.8)

	Συμφωνώ απόλυτα (1)	Μάλλον συμφωνώ (2)	Μάλλον διαφωνώ (3)	Διαφωνώ κάθετα (4)
45.1 Αν αναγκαζόμουν να μετακομίσω, θα μου έλειπε το σχολείο μου	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45.2 Οι δάσκαλοι πράγματι το προσέχουν όταν τα πηγαίνω καλά και μου το λένε	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45.3 Μ' αρέσει το σχολείο μου	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45.4 Υπάρχουν κι άλλες δραστηριότητες στο σχολείο εκτός από τα μαθήματα (αθλήματα, μουσική, θέατρο, δισκοθήκη)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45.5 Γίνονται πολλές κλοπές στο σχολείο μου	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45.6 Γίνονται πολλοί καβγάδες στο σχολείο μου	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45.7 Πολλά πράγματα σπάζονται ή καταστρέφονται βίαια στο σχολείο μου	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45.8 Υπάρχει πολλή χρήση ναρκωτικών στο σχολείο μου	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. Τι σκέφτεσαι να κάνεις όταν τελειώσεις την υποχρεωτική φοίτηση; (Δηλαδή, σε υποχρεώνουν να πας σχολείο)

- (1) ☐ Θα ψάξω για δουλειά
 (2) ☐ Θα αρχίσω μια μαθητεία για να μάθω τέχνη
 (3) ☐ Θα αρχίσω να εκπαιδεύομαι δουλεύοντας
 (4) ☐ Θα (συνεχίσω να) φοιτώ σε σχολείο όπου μπορώ να μάθω μια τέχνη
 (5) ☐ Θα συνεχίσω τη μόρφωσή μου (στο σχολείο μου) και θα προετοιμαστώ για την ανώτερη εκπαίδευση
 (6) ☐ Άλλο: _____
 (7) ☐ Δεν ξέρω ακόμα

Η ΓΕΙΤΟΝΙΑ ΣΟΥ

47. Πόσο συμφωνείς ή διαφωνείς με τις ακόλουθες δηλώσεις για τη γειτονιά σου;
(Παρακαλώ απάντησε όλες τις ερωτήσεις)

		Συμφωνώ απόλυτα (1)	Μάλλον συμφωνώ (2)	Μάλλον διαφωνώ (3)	Διαφωνώ κάθετα (4)
47.1	Αν αναγκαζόμουν να μετακομίσω, θα μου έλειπε η γειτονιά	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.2	Οι γείτονές μου το προσέχουν όταν συμπεριφέρομαι άσχημα και μου το λένε	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.3	Μου αρέσει η γειτονιά μου	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.4	Υπάρχει αρκετός χώρος για να παίζουν τα παιδιά	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.5	Υπάρχει μεγάλη εγκληματικότητα στη γειτονιά μου	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.6	Πωλούνται πολλά ναρκωτικά	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.7	Γίνονται πολλοί καβγάδες	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.8	Υπάρχουν πολλά άδεια και εγκαταλελειμμένα κτίρια	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.9	Υπάρχουν πολλά γκράφιτι (αισχρά συνθήματα στους τοίχους)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.10	Οι άνθρωποι εδώ είναι πρόθυμοι να βοηθήσουν τους γείτονές τους	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.11	Είναι μια πολύ δεμένη γειτονιά	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.12	Οι άνθρωποι σ' αυτή τη γειτονιά είναι αξιόπιστοι	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.13	Γενικά, οι άνθρωποι σ' αυτή τη γειτονιά δεν τα πηγαίνουν καλά μεταξύ τους	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**ΜΕΡΟΣ Β - ΕΡΩΤΗΣΕΙΣ ΠΑΝΩ ΣΕ ΠΡΑΓΜΑΤΑ ΠΟΥ ΚΑΝΟΥΝ
ΣΥΝΗΘΩΣ ΟΙ ΝΕΟΙ**

48. Κάποτε οι νέοι μπλέκονται σε παράνομες δραστηριότητες. **Πόσους φίλους σου ξέρεις** που έχουν κάνει ένα από τα ακόλουθα; (Παρακαλώ απάντησε όλες τις ερωτήσεις)

48.1	(σημείωσε «όχι» ή συμπλήρωσε τον αριθμό) Έχω φίλους που έκαναν χρήση μαλακών ή σκληρών ναρκωτικών όπως μαριχουάνα (χόρτο), χασίς, έκσταση, σπηντ, ηρωίνη ή κοκαΐνη,μάτζικ μάρουμς	(σημείωσε) Όχι	(σκέψου καλά) ναι, φίλους
48.2	Έχω φίλους που πράγματι έκλεψαν κάτι από ένα μαγαζί ή ένα μεγάλο κατάστημα	Όχι	ναι,.... φίλους
48.3	Έχω φίλους που μπήκαν σε ένα κτίριο με πρόθεση να κλέψουν κάτι	Όχι	ναι,.... φίλους
48.4	Έχω φίλους που πράγματι απείλησαν κάποιον με ένα όπλο ή τον ξυλοφόρτωσαν, απλά για να του πάρουν λεφτά ή άλλα πράγματα	Όχι	ναι,.... φίλους
48.5	Έχω φίλους που πράγματι ξυλοκόπησαν κάποιον ή τον τραυμάτισαν σοβαρά με ένα ξύλο ή ένα μαχαίρι	Όχι	ναι,.... φίλους

49. Έχεις ποτέ πει μύρα, αναψυκτικό με αλκοόλ, μύρα από μήλα ή κρασί;

(1) **Ο** Όχι πήγαινε στην ερ. 50

(2) **Ο** Ναι αν ναι  Παρακαλώ απάντησε όλες τις ερωτήσεις:49.1-49.7

- ⇒ 49.1 Πόσων χρόνων ήσουν όταν ήπιας μύρα, αναψυκτικό με αλκοόλ, μύρα από μήλα ή κρασί για πρώτη φορά; _____ χρόνων
- 49.2 Μέθυσες ποτέ με μύρα, αναψυκτικό με αλκοόλ μύρα από μήλα ή κρασί; (1)**Ο** Όχι (2)**Ο** Ναι,___φορές
- 49.3 Ήπιας τέτοια ποτά τις τελευταίες 4 εβδομάδες; (1)**Ο** Όχι (2)**Ο** Ναι,___ φορές
- 49.4 Την τελευταία φορά πόσα ----- ποτήρια ποτήρια, τενεκεδάκια ή----- (μικρές) μπουκάλια (μικρές) μπουκάλια ----- τενεκεδάκια ήπιας;
- 49.5 Την τελευταία φορά ήπιας μόνος ή με άλλους; (1) **Ο** Μόνος (2) **Ο** Με τους γονείς μου (3) **Ο** Με άλλους ενήλικες (4) **Ο** Μόνο με άλλα παιδιά

- 49.6 Την τελευταία φορά
πρόσεξε κανέναν
ενήλικα ότι έπινες; (1) ☐ Όχι
(2) ☐ Οι γονείς μου
(3) ☐ Η αστυνομία
(4) ☐ Ένας δάσκαλος
(5) ☐ Κάποιος άλλος

- 49.7 Την τελευταία φορά
τιμωρήθηκες που έπινες; (1) ☐ Όχι
(2) ☐ Ναι
(3) ☐ Όχι δεν με
ανακάλυψαν

50. Ήπιας ποτέ δυνατά οινόπνευματώδη ποτά (τζιν, ρούμι, βότκα,
μπράντυ, ζιβανία, κονιάκ) ;

(1) ☐ Όχι πήγαινε στην ερ.51

(2) ☐ Ναι Αν ναι

50.1-50.7



Παρακαλώ απάντησε όλες τις ερωτήσεις:



Πόσων χρόνων ήσουν όταν ήπιας από τα ποιο πάνω ποτά για πρώτη φορά; ____ χρόνων

- 50.2 Μέθυσες ποτέ με τέτοια
οινόπνευματώδη ποτά; (1) ☐ Όχι
(2) ☐ Ναι, ____ φορές

- 50.3 Ήπιας τις τελευταίες
4 βδομάδες; (1) ☐ Όχι
(2) ☐ Ναι, ____ φορές

- 50.4 Την τελευταία φορά πόσα
ποτήρια ήπιας; ____ ποτήρια

- 50.5 Την τελευταία φορά ήπιας (1) ☐ Μόνος
μόνος ή με άλλους; (2) ☐ Με ενήλικες
(3) ☐ Με άλλα παιδιά

- 50.6 Την τελευταία φορά
πρόσεξε κανέναν ενήλικα
ότι έπινες; (1) ☐ Όχι
(2) ☐ Οι γονείς μου
(3) ☐ Η αστυνομία
(4) ☐ Ένας δάσκαλος
(5) ☐ Κάποιος άλλος

- 50.7 Την τελευταία φορά
που ήπιας
τιμωρήθηκες; (1) ☐ Όχι
(2) ☐ Ναι
(3) ☐ Όχι, δεν με
ανακάλυψαν

51. Έκανες ποτέ χρήση μαριχουάνας(χόρτου) ή χασίς;

(1) ☐ Όχι πήγαινε στην ερ. 52

(2) ☐ Ναι Αν ναι πήγαινε Απάντησε όλες τις ερωτήσεις: 51.1-51.5
στην



- 51.1 Πόσων χρόνων ήσουν
όταν έκανες χρήση για πρώτη φορά; ----- χρόνων

- 51.2 Έκανες χρήση τις
τελευταίες 4 βδομάδες; (1) ☐ Όχι
(2) ☐ Ναι, ____ φορές

- 51.3 Την τελευταία φορά, έκανες (1) ☐ Μόνος
χρήση μόνος ή με άλλους; (2) ☐ Με ενήλικες
(3) ☐ Με άλλα παιδιά

- 51.4 Την τελευταία φορά, (1) ☐ Όχι


που έκανες χρήση σε
ανακάλυψαν;

- (2) ☐ Οι γονείς μου
(3) ☐ Η αστυνομία
(4) ☐ Ένας δάσκαλος
(5) ☐ Κάποιος άλλος

51.5 Την τελευταία φορά
τιμωρήθηκες;

- (1) ☐ Όχι
(2) ☐ Ναι
(3) ☐ Όχι δεν με
ανακάλυψαν

52. Έκανες ποτέ χρήση ναρκωτικών όπως μαριχουάνα (χόρτο), χασίς, έκσταση ή σπηντ;

- (1) ☐ Όχι πήγαινε
στην ερ. 53
(2) ☐ Ναι Αν ναι πήγαινε  Απάντησε όλες τις ερωτήσεις: 52.1-52.5
στην

52.1 Πόσων χρόνων ήσουν
όταν έκανες χρήση
για πρώτη φορά; _____ χρόνων


52.2 Έκανες χρήση τις
τελευταίες 4 βδομάδες; (1) ☐ Όχι
(2) ☐ Ναι, ____ φορές

52.3 Την τελευταία φορά,
έκανες χρήση μόνος ή
με άλλους; (1) ☐ Μόνος
(2) ☐ Με ενήλικες
(3) ☐ Με άλλα παιδιά

52.4 Την τελευταία φορά
σε ανακάλυψαν; (1) ☐ Όχι
(2) ☐ Οι γονείς μου
(3) ☐ Η αστυνομία
(4) ☐ Ένας δάσκαλος
(5) ☐ Κάποιος άλλος

52.5 Την τελευταία φορά
τιμωρήθηκες; (1) ☐ Όχι
(2) ☐ Ναι
(3) ☐ Όχι, δεν με
ανακάλυψαν

53. Έκανες ποτέ χρήση ναρκωτικών όπως, ηρωίνη, κοκαΐνη ή LSD;

- (1) ☐ Όχι πήγαινε
στην ερ. 54
(2) ☐ Ναι Αν ναι πήγαινε  Απάντησε όλες τις ερωτήσεις: 53.1-
53.5 στην


53.1 Πόσων χρόνων ήσουν
όταν έκανες χρήση
για πρώτη φορά; _____ χρόνων

53.2 Έκανες χρήση τις
τελευταίες 4 βδομάδες; (1) ☐ Όχι
(2) ☐ Ναι, ____ φορές


53.3 Την τελευταία φορά,
έκανες χρήση μόνος ή
(1) ☐ Μόνος
(2) ☐ Με ενήλικες

- με άλλους; (3) ☐ Με άλλα παιδιά
- 53.4 Την τελευταία φορά (1) ☐ Όχι
σε ανακάλυψαν; (2) ☐ Οι γονείς μου
(3) ☐ Η αστυνομία
(4) ☐ Ένας δάσκαλος
(5) ☐ Κάποιος άλλος
- 53.5 Την τελευταία φορά (1) ☐ Όχι
τιμωρήθηκες; (2) ☐ Ναι
(3) ☐ Όχι, δεν με
ανακάλυψαν

54. Προκάλεσες ποτέ σκόπιμα ζημιά σε κάτι, όπως υπόστεγο λεωφορείου, παράθυρο, αυτοκίνητο ή κάθισμα μέσα στο λεωφορείο;


- (1) ☐ Όχι πήγαινε στην ερ. 55
- (2) ☐ Ναι Αν ναι, πήγαινε  Απάντησε όλες τις ερωτήσεις: 54.1-54.5 στην
- 54.1 Πόσων χρόνων ήσουν όταν προκάλεσες τέτοια ζημιά για πρώτη φορά; _____ χρόνων
- 54.2 Προκάλεσες τέτοια ζημιά (1) ☐ Όχι
τους τελευταίους 12 μήνες; (2) ☐ Ναι, ____ φορές
- 54.3 Την τελευταία φορά, (1) ☐ Μόνος
προκάλεσες ζημιά μόνος ή (2) ☐ Με ενήλικες
με άλλους; (3) ☐ Με άλλα παιδιά
- 54.4 Την τελευταία φορά (1) ☐ Όχι
που προκάλεσες τέτοια (2) ☐ Οι γονείς μου
ζημιά σε ανακάλυψαν; (3) ☐ Η αστυνομία
(4) ☐ Ένας δάσκαλος
(5) ☐ Κάποιος άλλος
- 54.5 Την τελευταία φορά (1) ☐ Όχι
τιμωρήθηκες; (2) ☐ Ναι
(3) ☐ Όχι, δεν με
ανακάλυψαν

55. Έκλεπες ποτέ κάτι από ένα μαγαζί ή από ένα μεγάλο κατάστημα;


- (1) ☐ Όχι πήγαινε στην ερ. 56
- (2) ☐ Ναι Αν ναι, πήγαινε  Απάντησε όλες τις ερωτήσεις: 55.1-55.5 στην
- 55.1 Πόσων χρόνων ήσουν όταν έκλεπες κάτι από μαγαζί για πρώτη φορά; _____ χρόνων
- 55.2 Έκλεπες κάτι (1) ☐ Όχι
τους τελευταίους 12 μήνες; (2) ☐ Ναι, ____ φορές
- 55.3 Την τελευταία φορά που (1) ☐ Μόνος

- έκλεψες κάτι ήσουν μόνος ή με άλλους; (2)Ο Με ενήλικες (3)Ο Με άλλα παιδιά
- 55.4 Την τελευταία φορά που (1)Ο Όχι
έκλεψες κάτι σε ανακάλυψαν; (2)Ο Οι γονείς μου
(3)Ο Η αστυνομία
(4)Ο Ένας δάσκαλος
(5)Ο Κάποιος άλλος
- 55.5 Την τελευταία φορά που (1)Ο Όχι
έκλεψες κάτι τιμωρήθηκες; (2)Ο Ναι
(3)Ο Όχι, δεν με ανακάλυψαν

56. Διέρρηξες ποτέ ένα κτίριο με πρόθεση να κλέψεις κάτι;

- (1) Ο Όχι πήγαινε στην ερ. 57
- (2) Ο Ναι Αν ναι πήγαινε  Απάντησε όλες τις ερωτήσεις: 56.1-56.5 στην
- 56.1 Πόσων χρόνων ήσουν όταν έκανες διάρρηξη για πρώτη φορά; _____ χρόνων
- 56.2 Έκανες διάρρηξη τους τελευταίους 12 μήνες; (1)Ο Όχι
(2)Ο Ναι, ____ φορές
- 56.3 Την τελευταία φορά που (1)Ο Μόνος
έκανες διάρρηξη ήσουν (2)Ο Με ενήλικες
μόνος ή με άλλους; (3)Ο Με άλλα παιδιά
- 56.4 Την τελευταία φορά που (1)Ο Όχι
Έκανες διάρρηξη σε (2)Ο Οι γονείς μου
ανακάλυψαν; (3)Ο Η αστυνομία
(4)Ο Ένας δάσκαλος
(5)Ο Κάποιος άλλος
- 56.5 Την τελευταία φορά (1)Ο Όχι
τιμωρήθηκες; (2)Ο Ναι
(3)Ο Όχι, δεν με ανακάλυψαν

57. Έκλεψες ποτέ ένα ποδήλατο, μοτοποδήλατο ή σκούτερ;


- (1) Ο Όχι πήγαινε στην ερ. 58
- (2) Ο Ναι Αν ναι πήγαινε  Απάντησε όλες τις ερωτήσεις: 57.1-57.5 στην
- 57.1 Πόσων χρονών ήσουν όταν έκλεψες (ποδήλατο, μοτοποδήλατο ή σκούτερ) για πρώτη φορά; _____ χρονών
- 57.2 Έκλεψες κάτι τέτοιο (1)Ο Όχι
τους τελευταίους 12 μήνες; (2)Ο Ναι, ____ φορές
- 57.3 Την τελευταία φορά που (1)Ο Μόνος
έκλεψες κάτι τέτοιο ήσουν (2)Ο Με ενήλικες
μόνος ή με άλλους; (3)Ο Με άλλα παιδιά;

- 57.4 Την τελευταία φορά (1) ☐ Όχι
που έκλεψες κάτι τέτοιο (2) ☐ Οι γονείς μου
σε ανακάλυψαν; (3) ☐ Η αστυνομία
(4) ☐ Ένας δάσκαλος
(5) ☐ Κάποιος άλλος
- 57.5 Την τελευταία φορά (1) ☐ Όχι
που έκλεψε κάτι τέτοιο (2) ☐ Ναι
τιμωρήθηκες; (3) ☐ Όχι, δεν με
ανακάλυψαν

58. Έκλεψες ποτέ μοτοσικλέτα ή αυτοκίνητο;

- (1) ☐ Όχι πήγαινε

στην ερ. 59

- (2) ☐ Ναι Αν ναι πήγαινε  Απάντησε όλες τις ερωτήσεις: 58.1-58.5
στην

58.1 Πόσων χρόνων ήσουν
όταν έκανες κάτι τέτοιο για πρώτη φορά; ____ χρόνων

58.2 Έκλεψες κάτι τέτοιο τους (1) ☐ Όχι
τελευταίους 12 μήνες; (2) ☐ Ναι, ____ φορές

58.3 Την τελευταία φορά (1) ☐ Μόνος
έκλεψες κάτι τέτοιο (2) ☐ Με ενήλικες
μόνος ή με άλλους; (3) ☐ Με άλλα παιδιά

58.4 Την τελευταία φορά (1) ☐ Όχι
που έκλεψες κάτι τέτοιο (2) ☐ Οι γονείς μου
σε ανακάλυψαν; (3) ☐ Η αστυνομία
(4) ☐ Ένας δάσκαλος
(5) ☐ Κάποιος άλλος

58.5 Την τελευταία φορά (1) ☐ Όχι
που έκλεψες κάτι τέτοιο (2) ☐ Ναι
τιμωρήθηκες; (3) ☐ Όχι, δεν με
ανακάλυψαν

59. Όταν χρησιμοποιείς ηλεκτρονικό υπολογιστή, κατεβάζεις μουσική ή ταινίες;

- (1) ☐ Όχι πήγαινε

στην ερ. 60

- (2) ☐ Ναι Αν ναι πήγαινε  Απάντησε όλες τις ερωτήσεις: 59.1-59.5
στην

59.1 Το θεώρησες (1) ☐ Όχι
παράνομο; (2) ☐ Ναι

59.2 Πόσων χρόνων ήσουν
όταν έκανες κάτι τέτοιο για πρώτη φορά; ____ χρόνων


59.3 Έκανες κάτι τέτοιο τους (1) ☐ Όχι
τελευταίους 12 μήνες; (2) ☐ Ναι, ____ φορές

59.4 Την τελευταία φορά (1) ☐ Μόνος
έκανες κάτι τέτοιο (2) ☐ Με ενήλικες
μόνος ή με άλλους; (3) ☐ Με άλλα παιδιά

- 59.5 Την τελευταία φορά
που έκανες κάτι τέτοιο
σε ανακάλυψαν; (1)Ο Όχι
(2)Ο Οι γονείς μου
(3)Ο Η αστυνομία
(4)Ο Ένας δάσκαλος
(5)Ο Κάποιος άλλος
- 59.6 Την τελευταία φορά
που έκανες κάτι τέτοιο
τιμωρήθηκες; (1)Ο Όχι
(2)Ο Ναι
(3)Ο Όχι δεν με
ανακάλυψαν

60. Χρησιμοποίησες ποτέ τον ηλεκτρονικό σου υπολογιστή για «χάκιγκ»;

(1) ☐ Όχι πήγαινε

(2) ☐ Ναι Αν ναι πήγαινε  Απάντησε όλες τις ερωτήσεις: 60.1-60.5
στην

60.1 Πόσων χρόνων ήσουν
όταν έκανες «χάκιγκ»
για πρώτη φορά; _____ χρόνων

60.2 Έκανες «χάκιγκ» τους
τελευταίους 12 μήνες; (1)Ο Όχι
(2)Ο Ναι, ____ φορές


60.3 Την τελευταία φορά,
έκανες «χάκιγκ» μόνος ή
με άλλους; (1)Ο Μόνος
(2)Ο Με ενήλικες
(3)Ο Με άλλα παιδιά

60.4 Την τελευταία φορά που
έκανες χάκιγκ σε
ανακάλυψαν; (1)Ο Όχι
(2)Ο Οι γονείς μου
(3)Ο Η αστυνομία
(4)Ο Ένας δάσκαλος
(5)Ο Κάποιος άλλο

60.5 Την τελευταία φορά
που έκανες χάκιγκ
τιμωρήθηκες; (1)Ο Όχι
(2)Ο Ναι
(3)Ο Όχι, δεν με
ανακάλυψαν

61. Έκλεψες ποτέ κάτι από αυτοκίνητο;

(1) ☐ Όχι πήγαινε

(2) ☐ Ναι Αν ναι πήγαινε  Απάντησε όλες τις ερωτήσεις: 61.1-61.5
στην


61.1 Πόσων χρόνων ήσουν
όταν έκλεψες κάτι τέτοιο για πρώτη φορά; ____ χρόνων

61.2 Έκλεψες κάτι τέτοιο
τους τελευταίους 12 μήνες; (1)Ο Όχι
(2)Ο Ναι, ____ φορές


61.3 Την τελευταία φορά, που
έκλεψες κάτι τέτοιο ήσουν
μόνος ή με άλλους; (1)Ο Μόνος
(2)Ο Με ενήλικες
(3)Ο Με άλλα παιδιά

- 61.4 Την τελευταία φορά (1)Ο Όχι
που έκλεψες κάτι τέτοιο (2)Ο Οι γονείς μου
σε ανακάλυψαν; (3)Ο Η αστυνομία
(4)Ο Ένας δάσκαλος
(5)Ο Κάποιος άλλος
- 61.5 Την τελευταία φορά (1)Ο Όχι
που έκλεψες κάτι τέτοιο (2)Ο Ναι
τιμωρήθηκες; (3)Ο Όχι, δεν με
ανακάλυψαν

62. Άρπαξες ποτέ πορτοφόλι, τσάντα ή κάτι άλλο από κάποιο άτομο;

- (1) Ο Όχι πήγαινε
στην ερ. 63
- (2) Ο Ναι Αν ναι πήγαινε  Απάντησε όλες τις ερωτήσεις: 62.1-62.5
στην
- 62.1 Πόσων χρόνων ήσουν
όταν έκανες κάτι τέτοιο
για πρώτη φορά; _____ χρόνων
- 62.2 Έκανες κάτι τέτοιο τους (1)Ο Όχι
τελευταίους 12 μήνες; (2)Ο Ναι, ____ φορές
- 62.3 Την τελευταία φορά, (1)Ο Μόνος
έκανες κάτι τέτοιο μόνος ή (2)Ο Με ενήλικες
με άλλους; (3)Ο Με άλλα παιδιά
- 62.4 Την τελευταία φορά (1)Ο Όχι
που έκανες κάτι τέτοιο (2)Ο Οι γονείς μου
σε ανακάλυψαν; (3)Ο Η αστυνομία
(4)Ο Ένας δάσκαλος
(5)Ο Κάποιος άλλος
- 62.5 Την τελευταία φορά (1)Ο Όχι
που έκανες κάτι τέτοιο (2)Ο Ναι
τιμωρήθηκες; (3)Ο Όχι, δεν με
ανακάλυψαν


63. Μετέφερες ποτέ όπλο όπως ξύλο, μαχαίρι, ή αλυσίδα (όχι σουγιά);

- (1) Ο Όχι πήγαινε
στην ερ. 64
- (2) Ο Ναι Αν ναι πήγαινε  Απάντησε όλες τις ερωτήσεις: 63.1-63.5
στην
- 63.1 Πόσων χρόνων ήσουν
όταν έκανες κάτι τέτοιο
για πρώτη φορά; _____ χρόνων
- 63.2 Έκανες κάτι τέτοιο τους (1)Ο Όχι
τελευταίους 12 μήνες; (2)Ο Ναι, ____ φορές
- 63.3 Την τελευταία φορά, (1)Ο Μόνος
έκανες κάτι τέτοιο μόνος ή (2)Ο Με ενήλικες
με άλλους; (3)Ο Με άλλα παιδιά
- 63.4 Την τελευταία φορά (1)Ο Όχι

- που έκανες κάτι τέτοιο
σε ανακάλυψαν;
- (2) ☐ Οι γονείς μου
(3) ☐ Η αστυνομία
(4) ☐ Ένας δάσκαλος
(5) ☐ Κάποιος άλλος

- 63.5 Την τελευταία φορά
που έκανες κάτι τέτοιο
τιμωρήθηκες;
- (1) ☐ Όχι
(2) ☐ Ναι
(3) ☐ Όχι, δεν με
ανακάλυψαν

64. Απειλήσες ποτέ κάποιον με ένα είδος όπλου (μαχαίρι, ξύλο, πέτρα, τσεκούρι κλπ)
ή τον ξυλοκόπησες, απλά για να πάρεις τα λεφτά του ή άλλα πράγματα;

- (1) ☐ Όχι πήγαινε στην ερ. 65
(2) ☐ Ναι Αν ναι πήγαινε  Απάντησε όλες τις ερωτήσεις: 64.1-64.5
στην

- 64.1 Πόσων χρόνων ήσουν
όταν έκανες κάτι τέτοιο
για πρώτη φορά; _____ χρόνων


- 64.2 Έκανες κάτι τέτοιο τους
τελευταίους 12 μήνες;
- (1) ☐ Όχι
(2) ☐ Ναι, ____ φορές

- 64.3 Την τελευταία φορά,
έκανες κάτι τέτοιο μόνος ή
με άλλους;
- (1) ☐ Μόνος
(2) ☐ Με ενήλικες
(3) ☐ Με άλλα παιδιά

- 64.4 Την τελευταία φορά
που έκανες κάτι τέτοιο
σε ανακάλυψαν;
- (1) ☐ Όχι
(2) ☐ Οι γονείς μου
(3) ☐ Η αστυνομία
(4) ☐ Ένας δάσκαλος
(5) ☐ Κάποιος άλλος

- 64.5 Την τελευταία φορά
που έκανες κάτι τέτοιο
τιμωρήθηκες;
- (1) ☐ Όχι
(2) ☐ Ναι
(3) ☐ Όχι, δεν με
ανακάλυψαν

65. Πήρες ποτέ μέρος σε ομαδικό καβγά στην αυλή του σχολείου, σε γήπεδο
ποδοσφαίρου, στους δρόμους ή σε άλλο δημόσιο μέρος;

- (1) ☐ Όχι πήγαινε στην ερ. 66
(2) ☐ Ναι Αν ναι πήγαινε  Απάντησε όλες τις ερωτήσεις: 65.1-65.5
στην

- 65.1 Πόσων χρόνων ήσουν
όταν έλαβες μέρος σε καβγά
για πρώτη φορά; _____ χρόνων

- 65.2 Έλαβες μέρος σε καβγά
τους τελευταίους 12 μήνες;
- (1) ☐ Όχι
(2) ☐ Ναι, ____ φορές

- 65.3 Την τελευταία φορά,
τι είδους καβγάς ήταν;
- (1) ☐ Με άλλα παιδιά
(2) ☐ Είχε και ενήλικες

- 65.4 Την τελευταία φορά
που έκανες κάτι τέτοιο
σε ανακάλυψαν;
- (1) ☐ Όχι
(2) ☐ Οι γονείς
(3) ☐ Η αστυνομία
(4) ☐ Ένας δάσκαλος

(5) ☐ Κάποιος άλλος

65.5 Την τελευταία φορά
που έκανες κάτι τέτοιο
τιμωρήθηκες;

- (1) ☐ Όχι
(2) ☐ Ναι
(3) ☐ Όχι, δεν με
ανακάλυψαν

66. Χτύπησες ποτέ κάποιον σκόπιμα, ή τον τραυμάτισες με ένα ξύλο ή μαχαίρι ή άλλο αντικείμενο τόσο άσχημα που χρειάστηκε να δει γιατρό;

(1) ☐ Όχι πήγαινε στην ερ. 67

(2) ☐ Ναι Αν ναι πήγαινε  Απάντησε όλες τις ερωτήσεις: 66.1-66.5

66.1 Πόσων χρόνων ήσουν
όταν έκανες κάτι τέτοιο για πρώτη φορά; __ χρόνων

66.2 Έκανες κάτι τέτοιο τους
τελευταίους 12 μήνες; (1) ☐ Όχι
(2) ☐ Ναι, __ φορές

66.3 Την τελευταία φορά,
έκανες κάτι τέτοιο μόνος ή
με άλλους; (1) ☐ Μόνος
(2) ☐ Με ενήλικες
(3) ☐ Με άλλα παιδιά

66.4 Την τελευταία φορά
που έκανες κάτι τέτοιο
σε ανακάλυψαν; (1) ☐ Όχι
(2) ☐ Οι γονείς μου
(3) ☐ Η αστυνομία
(4) ☐ Ένας δάσκαλος
(5) ☐ Κάποιος άλλος

66.5 Την τελευταία φορά
που έκανες κάτι τέτοιο
τιμωρήθηκες; (1) ☐ Όχι
(2) ☐ Ναι
(3) ☐ Όχι, δεν με
ανακάλυψαν

67. Πούλησες ποτέ (μαλακά ή σκληρά) ναρκωτικά ή ενήργησες σαν μεσολαβητής;

(1) ☐ Όχι

(2) ☐ Ναι Αν ναι  Απάντησε όλες τις ερωτήσεις: 67.1-67.5

67.1 Πόσων χρονών ήσουν
όταν έκανες κάτι τέτοιο για πρώτη φορά; __ χρόνων

67.2 Έκανες κάτι τέτοιο τους
τελευταίους 12 μήνες; (1) ☐ Όχι
(2) ☐ Ναι, __ φορές

67.3 Την τελευταία φορά,
έκανες κάτι τέτοιο μόνος ή
με άλλους; (1) ☐ Μόνος
(2) ☐ Με ενήλικες
(3) ☐ Με άλλα παιδιά

67.4 Την τελευταία φορά
που έκανες κάτι τέτοιο
σε ανακάλυψαν; (1) ☐ Όχι
(2) ☐ Οι γονείς μου
(3) ☐ Η αστυνομία
(4) ☐ Ένας δάσκαλος
(5) ☐ Κάποιος άλλος

67.5 Την τελευταία φορά
που έκανες κάτι τέτοιο
τιμωρήθηκες; (1) ☐ Όχι
(2) ☐ Ναι
(3) ☐ Όχι, δεν με
ανακάλυψαν

Appendix B
TSCC-A in Greek
Sample items

TSCC-A

John Briere, PhD

Οδηγίες

Οι προτάσεις που ακολουθούν περιγράφουν πράγματα που τα παιδιά σκέφτονται, αισθάνονται ή πράττουν. Διάβασε κάθε ερώτηση προσεκτικά, στη συνέχεια σημείωσε εάν συμβαίνει σε σένα αυτό που αναφέρεται στην κάθε πρόταση, κυκλώνοντας την απάντηση που σου ταιριάζει.

Βάζω σε κύκλο το 0 εάν δεν μου συμβαίνει ποτέ	0	1	2	3
Βάζω σε κύκλο το 1 εάν μου συμβαίνει κάποιες φορές	0	1	2	3
Βάζω σε κύκλο το 2 εάν μου συμβαίνει πολλές φορές	0	1	2	3
Βάζω σε κύκλο το 3 εάν μου συμβαίνει σχεδόν πάντα	0	1	2	3

Παράδειγμα – Εάν αργείς στο σχολείο κάποιες φορές, θα κυκλώσεις το 1 για αυτή τη συγκεκριμένη ερώτηση.

Πηγαίνω καθυστερημένα στο σχολείο	0	1	2	3
-----------------------------------	---	---	---	---

Εάν απαντήσεις λανθασμένα, ή θέλεις να αλλάξεις την απάντηση που έχεις δώσει, μην χρησιμοποιήσεις σβηστήρι. Γράψε ένα X πάνω από την λανθασμένη απάντηση και μετά κύλωσε την ορθή π.χ

Πηγαίνω καθυστερημένα στο σχολείο	0	1	2	3
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Μετάφραση
Έρνη Σισμάνη Παπακώστα
Εκπαιδευτικός Ψυχολόγος

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Όνομα _____
 Ηλικία _____
 Φύλο _____
 Προέλευση _____
 Ημερομηνία _____

	Ποτέ/ Κάποτε / Συχνά / Σχεδόν			
Πάντα				
1. Έχω άσχημα όνειρα ή εφιάλτες -----	0	1	2	3
2. Άσχημες σκέψεις περνούν από το μυαλό μου-----	0	1	2	3
4. Αισθάνομαι μόνος/μόνη-----	0	1	2	3
5. Αισθάνομαι δυστυχισμένος και λυπημένος -----	0	1	2	3
6. Θυμάμαι πράγματα που μου συνέβησαν και δεν μου άρεσαν-----	0	1	2	3
7. Θυμάμαι πράγματα που με φοβίζουν-----	0	1	2	3
8. Θέλω να βάλω τις φωνές και να σπάσω ότι βρώ μπροστά μου-----	0	1	2	3
9. Κλάιω υπερβολικά-----	0	1	2	3
10. Φοβάμαι ξαφνικά και δεν γνωρίζω το γιατί -----	0	1	2	3

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14. Θυμώνω και δεν μπορώ να ηρεμήσω-----	0	1	2	3
16. Θέλω να βάλω τις φωνές στους ανθρώπους---	0	1	2	3
17. Θέλω να κάμω κακό στον εαυτό μου-----	0	1	2	3
18. Θέλω να κάμω κακό στους άλλους-----	0	1	2	3
19. Φοβάμαι τους άντρες-----	0	1	2	3
21. Αισθάνομαι ότι έκανα κάτι κακό-----	0	1	2	3
22. Ξεχνώ πράγματα και δεν μπορώ να θυμηθώ εύκολα-----	0	1	2	3
23. Αισθάνομαι νευρικότητα-----	0	1	2	3
24. Αισθάνομαι φόβο-----	0	1	2	3

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	Ποτέ /	Κάποτε/	Συχνά/	Σχεδόν Πάντα
30. Μπλέκω σε καυγάδες-----	0	1	2	3
31. Αισθάνομαι άσχημα-----	0	1	2	3
32. Αισθάνομαι ότι κανείς δε με συμπαθεί-----	0	1	2	3
33. Θυμάμαι πράγματα που θέλω να ξεχάσω-----	0	1	2	3
35. Αισθάνομαι να μισώ τον κόσμο-----	0	1	2	3
36. Προσπαθώ να μην έχω καθόλου συναισθήματα--	0	1	2	3
37. Αισθάνομαι θυμωμένη-----	0	1	2	3
38. Φοβάμαι ότι κάποιος θα με σκοτώσει-----	0	1	2	3
40. Θέλω να πεθάνω-----	0	1	2	3
41. Ονειροπολώ-----	0	1	2	3

0=ΠΟΤΕ 1=ΚΑΠΟΤΕ 2=ΣΥΧΝΑ 3=ΣΧΕΔΟΝ ΠΑΝΤΑ

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TSCC in Greek Sample

TSCC

John Briere, PhD

Οδηγίες

Οι προτάσεις που ακολουθούν περιγράφουν πράγματα που τα παιδιά σκέφτονται, αισθάνονται ή πράττουν. Διάβασε κάθε ερώτηση προσεκτικά, στη συνέχεια σημείωσε εάν συμβαίνει σε σένα αυτό που αναφέρεται στην κάθε πρόταση κυκλώνοντας την απάντηση που σου ταιριάζει.

Βάζω σε κύκλο το 0 εάν δεν μου συμβαίνει ποτέ	0	1	2	3
Βάζω σε κύκλο το 1 εάν μου συμβαίνει κάποιες φορές	0	1	2	3
Βάζω σε κύκλο το 2 εάν μου συμβαίνει πολλές φορές	0	1	2	3
Βάζω σε κύκλο το 3 εάν μου συμβαίνει σχεδόν πάντα	0	1	2	3

Παράδειγμα – Εάν αργείς στο σχολείο κάποιες φορές, θα κυκλώσεις το 1 για αυτή τη συγκεκριμένη ερώτηση.

Πηγαίνω καθυστερημένα στο σχολείο	0	1	2	3
-----------------------------------	---	---	---	---

Εάν απαντήσεις λανθασμένα, ή θέλεις να αλλάξεις την απάντηση που έχεις δώσει, μην χρησιμοποιήσεις σβηστήρι. Γράψε ένα X πάνω από την λανθασμένη απάντηση και μετά κύλωσε την ορθή π.χ

Πηγαίνω καθυστερημένα στο σχολείο	0	1	2	3
-----------------------------------	---	---	---	---

Μετάφραση
Έρνη Σισμάνη Παπακώστα
Εκπαιδευτικός Ψυχολόγος

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Όνομα _____
 Ηλικία _____
 Φύλο _____
 Προέλευση _____
 Ημερομηνία _____

	Ποτέ	Κάποτε	Συχνά	Σχεδόν Πάντα
1. Έχω άσχημα όνειρα ή εφιάλτες -----	0	1	2	3
2. Φοβάμαι ότι κάτι κακό θα μου συμβεί -----	0	1	2	3
3. Άσχημες σκέψεις περνούν από το μυαλό μου-----	0	1	2	3
5. Προσποιούμαι ότι είμαι κάποιος άλλος-----	0	1	2	3
6. Τσακώνομαι υπερβολικά με τους γύρω μου-----	0	1	2	3
7. Αισθάνομαι μόνος/μόνη-----	0	1	2	3
9. Αισθάνομαι δυστυχισμένος και λυπημένος -----	0	1	2	3
10. Θυμάμαι πράγματα που μου συνέβησαν και δεν μου άρεσαν-----	0	1	2	3

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	Ποτέ	Κάποτε	Συχνά	Σχεδόν Πάντα
16. Θυμώνω και δεν μπορώ να ηρεμήσω-----	0	1	2	3
18. Αισθάνομαι ζαλάδες -----	0	1	2	3
20. Θέλω να κάμω κακό στον εαυτό μου-----	0	1	2	3
21. Θέλω να κάμω κακό στους άλλους-----	0	1	2	3
22. Σκέφτομαι ότι αγγίζω τα γεννητικά όργανα άλλων ανθρώπων-----	0	1	2	3
23. Σκέφτομαι το σεξ χωρίς να το θέλω -----	0	1	2	3
25. Φοβάμαι τις γυναίκες-----	0	1	2	3
26. Πλένομαι γιατί αισθάνομαι λερωμένος εσωτερικά-----	0	1	2	3

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	Ποτέ	Κάποτε	Συχνά	Σχεδόν Πάντα
31. Αισθάνομαι να μη μου ανήκει το σώμα μου-----	0	1	2	3
32. Αισθάνομαι νευρικήτητα-----	0	1	2	3
33. Αισθάνομαι φόβο-----	0	1	2	3
35. Δεν μπορώ να σταματήσω να σκέφτομαι κάτι κακό που μου έχει συμβεί-----	0	1	2	3
36. Μπλέκω σε καυγάδες-----	0	1	2	3
37. Αισθάνομαι άσχημα-----	0	1	2	3
38. Προσποιούμαι ότι βρίσκομαι κάπου αλλού ----	0	1	2	3
39. Φοβάμαι το σκοτάδι-----	0	1	2	3
40. Φοβάμαι ή αναστατώνομαι όταν σκέφτομαι το σεξ	0	1	2	3
41. Ανησυχώ πολύ-----	0	1	2	3
42. Αισθάνομαι ότι κανείς δε με συμπαθεί-----	0	1	2	3
44. Διαπερνούν το κορμί μου σεξουαλικά συναισθήματα-----	0	1	2	3

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48. Προσπαθώ να μην έχω καθόλου συναισθήματα--	0	1	2	3
49. Αισθάνομαι θυμωμένη-----	0	1	2	3
51. Εύχομαι κακά πράγματα να μην συνέβαιναν ποτέ	0	1	2	3

0=ΠΟΤΕ 1=ΚΑΠΟΤΕ 2=ΣΥΧΝΑ 3=ΣΧΕΔΟΝ ΠΑΝΤΑ

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**Beck Youth Inventories™ -Second Edition
For Children and Adolescents (BYI-II)
Depression Inventory in Greek Language**

Όνομα _____ Τάξη _____
Ημερομηνία _____ Φύλο _____
Ημ. Γεννήσεως _____

Ακολουθεί μια λίστα από πράγματα που μπορεί να συμβαίνουν στους ανθρώπους και οι άνθρωποι τα σκέφτονται ή τα αισθάνονται. Διάβασε κάθε πρόταση προσεκτικά και βάλε σε κύκλο μόνο τη λέξη που σου ταιριάζει (ποτέ, κάποτε, συχνά, πάντα), ειδικά εάν έχει συμβεί κατά τις τελευταίες δύο εβδομάδες. Δεν υπάρχουν ορθές και λάθος απαντήσεις.

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
1. Πιστεύω ότι η ζωή μου είναι άσχημη -----	Ποτέ	Κάποτε	Συχνά	Πάντα
2. Δυσκολεύομαι να ξεκινώ και να ολοκληρώνω πράγματα-----	Ποτέ	Κάποτε	Συχνά	Πάντα
3. Αισθάνομαι ότι είμαι κακός άνθρωπος-----	Ποτέ	Κάποτε	Συχνά	Πάντα
4. Εύχομαι να μην ζούσα -----	Ποτέ	Κάποτε	Συχνά	Πάντα
5. Έχω δυσκολίες στον ύπνο-----	Ποτέ	Κάποτε	Συχνά	Πάντα
6. Νοιώθω ότι κανείς δε με αγαπά-----	Ποτέ	Κάποτε	Συχνά	Πάντα
7. Πιστεύω ότι άσχημα πράγματα Συμβαίνουν εξαιτίας μου-----	Ποτέ	Κάποτε	Συχνά	Πάντα
8. Αισθάνομαι μοναξιά-----	Ποτέ	Κάποτε	Συχνά	Πάντα
9. Με πονάει το στομάχι μου-----	Ποτέ	Κάποτε	Συχνά	Πάντα
10. Αισθάνομαι ότι μου συμβαίνουν άσχημα πράγματα-----	Ποτέ	Κάποτε	Συχνά	Πάντα
11. Αισθάνομαι χαζός-----	Ποτέ	Κάποτε	Συχνά	Πάντα
12. Λυπάμαι τον εαυτό μου-----	Ποτέ	Κάποτε	Συχνά	Πάντα

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>
13. Πιστεύω ότι κάνω συνέχεια Πράγματα λάθος-----	Ποτέ	Κάποτε	Συχνά	Πάντα
14. Αισθάνομαι άσχημα για ότι κάνω-----	Ποτέ	Κάποτε	Συχνά	Πάντα
15. Μισώ τον εαυτό μου -----	Ποτέ	Κάποτε	Συχνά	Πάντα
16. Θέλω να μένω μόνη -----	Ποτέ	Κάποτε	Συχνά	Πάντα
17. Θέλω να κλαίω-----	Ποτέ	Κάποτε	Συχνά	Πάντα
18. Αισθάνομαι λυπημένη -----	Ποτέ	Κάποτε	Συχνά	Πάντα
19. Αισθάνομαι άδεια εσωτερικά-----	Ποτέ	Κάποτε	Συχνά	Πάντα
20. Πιστεύω ότι η ζωή μου θα είναι άσχημη	Ποτέ	Κάποτε	Συχνά	Πάντα

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Appendix D
Focus Group Interview Form in Greek

Focus Interviews

Ερωτήσεις προς την ομάδα

1. Τι θεωρείτε αντικοινωνική συμπεριφορά στο σχολείο;
2. Υπάρχει σοβαρό πρόβλημα αντικοινωνικής συμπεριφοράς στο σχολείο σας;
3. Πως αντιμετωπίζουν οι καθηγητές ένα μαθητή/μαθήτρια που παρουσιάζει τέτοιου είδους συμπεριφορές;
4. Γιατί νομίζετε ένας μαθητής/μαθήτρια αντιδρά με αρνητικό τρόπο και προκαλεί στο χώρο του σχολείου;
5. Τι πιστεύετε χρειάζεται να γίνει για να μην υπάρχουν τέτοιου είδους συμπεριφορές στο σχολικό περιβάλλον;
6. Ποιός νομίζετε είναι ο ρόλος των γονιών στην ανάπτυξη τέτοιων συμπεριφορών;
7. Ποιός νομίζετε είναι ο ρόλος των υπόλοιπων συμμαθητών στην ανάπτυξη τέτοιων συμπεριφορών;

Παρατηρώ κατά τη διάρκεια του μαθήματος τις πιο κάτω συμπεριφορές και σημειώνω χρησιμοποιώντας λέξεις, αρχικά ή σύμβολα

1. Αριθμός μαθητών που διακόπτουν χωρίς λόγο το μάθημα
2. Ακραίες συμπεριφορές κατά τη διάρκεια του μαθήματος
3. Αντίδραση εκπαιδευτικού
4. Αντίδραση συνομηλίκων
5. Αποτέλεσμα αντιδραστικής συμπεριφοράς

Παρατηρώ κατά τη διάρκεια του διαλείμματος τις πιο κάτω συμπεριφορές και σημειώνω χρησιμοποιώντας λέξεις, προτάσεις αρχικά ή σύμβολα

1. Αριθμός μαθητών που παρουσιάζουν ακραίες συμπεριφορές
2. Παραδείγματα ακραίων συμπεριφορών
3. Αντίδραση εκπαιδευτικών κατά το διάλειμμα
4. Αντίδραση συνομηλίκων
5. Αποτέλεσμα αντιδραστικής συμπεριφοράς

Appendix F: List of Participants in the ISRD-2 study

N	ISRD2	ISRD1
1	Armenia	England
2	Aruba	Netherlands
3	Austria	Spain
4	Belgium	Switzerland
5	Bosnia-Herzegovina	Portugal
6	Canada	Germany
7	Cyprus	North Ireland
8	Czech Republic	Belgium
9	Denmark	Finland
10	Dutch Antilles	Italy
11	Estonia	U.S.A
12	France	
13	Finland	
14	Germany	
15	Hungary	
16	Iceland	
17	Ireland	
18	Italy	
19	Latvia	
20	Lithuania	
21	Netherlands	
22	Norway	
23	Poland	
24	Portugal	
25	Russia	
26	Scotland	
27	Slovenia	
28	Spain	
29	Surinam	
30	Sweden	
31	Switzerland	
32	U.S.A.	
33	Venezuela	

Appendix G
Ed. Psych Referrals (school year 2006-2007)
 Tables 1 and 2
Frequency of School-Related Difficulties

School Problems	Frequency
<i>School Failure</i>	
Reading	1560
Writing expression (spelling & grammar) syntax	1835
Mathematics – Arithmetic	1557
Other problems	602
<i>Problems in the relations of the student with his/her school</i>	
Adjustment difficulties	245
Behavior problems	521
Dropping out	107
Emotional detachment to school	127
Refusal of school	61
School phobia	8
None	520

Frequency of Clinical Disorders

Clinical Disorders	Frequency	%
Movement	168	4.8
Communication	722	20.8
Developmental Delays	104	3.0
Attention Deficit/Hyperactivity	377	10.7
Conduct	100	2.9
Behavior Problems	336	9.7
Social adjustment	113	3.2
Emotional Problems	319	9.2
Stress-Related	112	3.2
Post-traumatic Stress	65	1.9
Depression	229	6.6
Tics	25	0.7
Stereotypic movements	23	0.6
	69	1.9
Food	35	1.0
Drugs	75	2.1
Psychoses	25	0.7

Appendix H

Offences Criminal statistics

Tables 3-7

According to criminal statistics (statistical service, 2005), that covers statistics from the police, courts and prisons, juveniles involved in the commission of offences both serious as well as minor reached 257 in 2005. Of which 238 were boys and 19 were girls. Juvenile delinquency continues to be mainly reflected against property.

Tables 3-4

Juveniles involved in the commission of offences by age, sex, (serious and minor offences) 1976-2005

Years	Age 10-11		Age 12-13		Age 14-15		Total
	M	F	M	F	M	F	
2000	11	0	40	0	170	5	226
2003	0	0	7	0	50	2	59
2004	2	0	52	1	239	6	300
2005	2	0	25	2	211	17	257

Table 4: Serious criminal offences in Cyprus: the trends

	Homicide	Arson	Robbery	Drugs	Destroying property with explosives	Burglary	Theft
1985	11	36	11	54	11	1206	1254
1990	16	41	12	50	7	1187	1293
1995	12	35	22	156	22	1036	720
2000	11	38	44	289	51	1018	835
2002	8	106	38	436	23	1228	948
2004	22	131	103	514	47	3326	1131
2006	26	133	80	653	36	3068	1607

Table-2 Shows that serious crime has been increasing significantly the last twenty years, especially, arson, robberies, drugs and burglaries. Thus, it comes as no surprise to find that juvenile crime has also been increasing in recent years (see Table-3 below).

Table 4
Juveniles involved in serious criminal offences by district

	2002		2003		2004		2005	
	Cases	Persons	Cases	Persons	Cases	Persons	Cases	Persons
Nicosia	45	69	70	97	52	84	77	111
Limassol	83	141	46	88	23	49	52	75
Larnaka	63	74	53	114	18	25	21	38
Paphos	25	35	21	36	13	20	6	8
Famagusta	7	19	8	15	19	24	10	20
Morfou*	29	44	1	1	3	7	2	5
Total	252	382	199	351	128	209	168	257

*Morfou is a police district and not a district in terms of local government

Taking all juveniles involved in both serious and minor offences in 2006, 97% were boys, 20% aged 7-13 years, 80% aged 14-16¹, 66% lived in cities, 14% had separated or divorced parents and, finally, the great majority (86%) were still at school, 6% were apprentices and 8% were unemployed.

Drawing on police statistics as far as offences committed by juveniles are concerned, as would have been expected, in 2006 the vast majority (85%) of juveniles commit property crime (i.e.theft, burglary, and being in possession of stolen property). Only 1% committed assault involving grievous bodily harm, 3.3% arson, 2.9% forgery, 1.2% drug offences, and 0.4% firearm offences.

Graph 1: Juveniles involved and convicted for serious and minor offences (1976-2005)

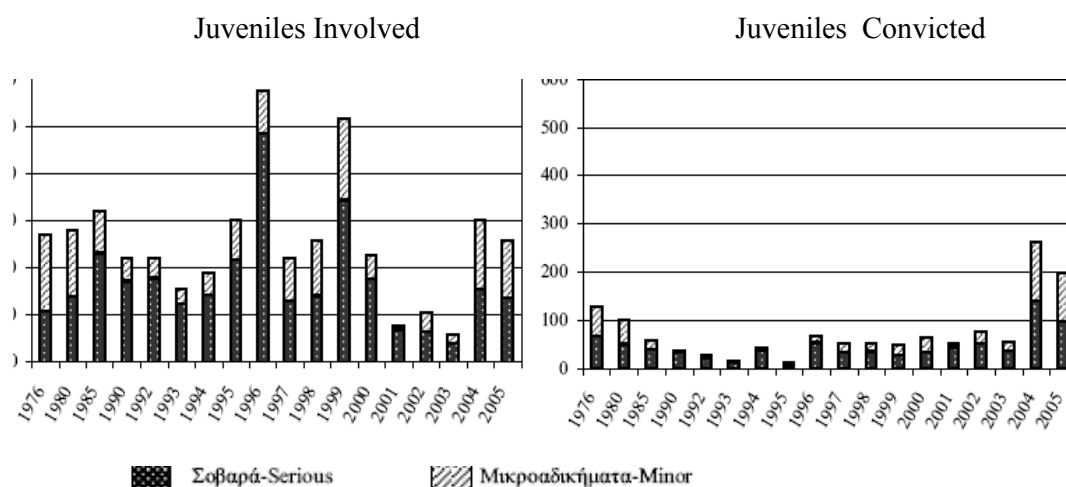


Table 5: Juveniles convicted by age, sex and sentence imposed 2005

Ανήλικοι που καταδικάστηκαν Juveniles convicted			Ηλικία/Φύλο - Age/Sex						%	Sentence
			10-11		12-13		14-15			
			A/M	Γ/F	A/M	Γ/F	A/M	Γ/F		
Σ/Τ	A/M	Γ/F	A/M	Γ/F	A/M	Γ/F	A/M	Γ/F		
8	8	0	0	0	2	0	6	0	4,0	Community Service
102	96	6	1	0	15	2	80	4	51,5	Probation order
17	17	0	0	0	0	0	17	0	8,6	Fine and binding over
50	45	5	0	0	2	0	43	5	25,3	Fine
9	7	2	0	0	0	0	7	2	4,5	Binding over
2	2	0	0	0	0	0	2	0	1,0	Imprisonment
10	8	2	0	0	0	0	8	2	5,1	Suspended term of imprisonment
198	183	15	1	0	19	2	163	13	100,0	TOTAL

Table 6: Juveniles involved in the Commisison of offences by age, sex and place of residence ,2005

Σύνολο Total			Ηλικία / Φύλο - Age/sex						%	District
Σ/Γ	Α/Μ	Γ/Φ	10-11		12-13		14-15			
			Α/Μ	Γ/Φ	Α/Μ	Γ/Φ	Α/Μ	Γ/Φ		
187	171	16	2	0	24	2	145	14	72,7	Urban areas
58	49	9	0	0	1	2	48	7	22,6	Lefkosia
34	31	3	0	0	10	0	21	3	13,2	Lamaka
62	60	2	1	0	10	0	49	2	24,1	Lemesos
33	31	2	1	0	3	0	27	2	12,8	Pafos
22	20	2	0	0	0	0	20	2	8,6	Greater urban areas
10	10	0	0	0	0	0	10	0	3,9	Lefkosia
1	1	0	0	0	0	0	1	0	0,4	Lamaka
8	6	2	0	0	0	0	6	2	3,1	Lemesos
3	3	0	0	0	0	0	3	0	1,2	Pafos
47	46	1	0	0	1	0	45	1	18,3	Rural areas
7	7	0	0	0	0	0	7	0	2,7	Lefkosia
10	10	0	0	0	0	0	10	0	3,9	Ammochostos
21	21	0	0	0	0	0	21	0	8,2	Lamaka
3	3	0	0	0	1	0	2	0	1,2	Lemesos
6	5	1	0	0	0	0	5	1	2,3	Pafos
1	1	0	0	0	0	0	1	0	0,4	Abroad
257	238	19	2	0	25	2	211	17	100,0	TOTAL

Table 7: Juveniles Convicted by offence group and offences taken into consideration, 2005

Ανήλικοι που καταδικά- στηκαν Juveniles Convicted	Αριθμός υποθέσεων που λήφθηκαν υπόψη Number of offences taken into consideration				Offence group
	0	1-3	4-6	7+	
98	91	4	0	3	SERIOUS OFFENCES
5	5	0	0	0	I. Against public order
6	6	0	0	0	III. Injurious to the public in general
5	5	0	0	0	IV. Sexual offences
10	10	0	0	0	V. Against the person
51	46	3	0	2	VI. Against property
12	11	1	0	0	VII. Malicious injuries to property
2	1	0	0	1	VIII. Forgery, coining, counterfeiting, personation etc
7	7	0	0	0	XI. Miscellaneous
100	100	0	0	0	MINOR OFFENCES
19	19	0	0	0	I. Against public order
1	1	0	0	0	II. Against lawful authority
15	15	0	0	0	V. Against the person
55	55	0	0	0	VI. Against property
10	10	0	0	0	VII. Malicious injuries to property
198	191	4	0	3	TOTAL
100,0	96,5	2,0	0,0	1,5	PERCENTAGES

Appendix I
Research study of educational Psychology

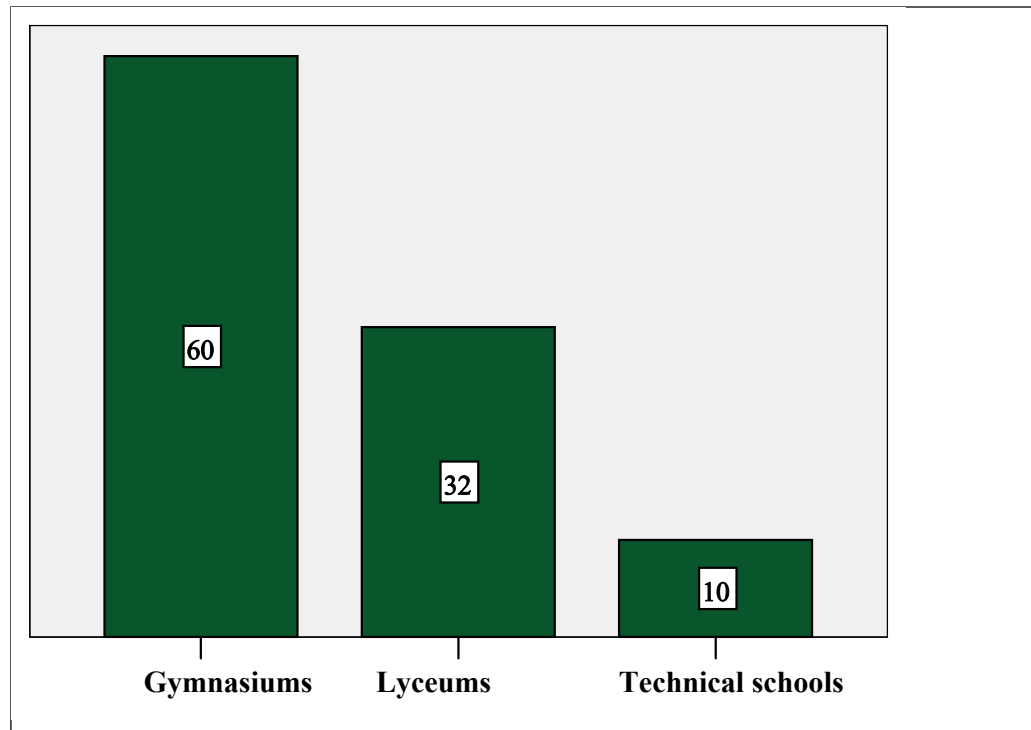
A research study was conducted by the Ministry of Education and Culture in 2004 (academic year 2004-2005), that included all of the secondary schools in Cyprus (Gymnasium, Lyceum, Technical schools). Each school completed a questionnaire about violent behaviors and delinquent acts reported in the school setting during the academic year. Educators completed the questionnaire and sent it back to the educational psychological services of the Ministry of Education and Culture.

Table 1
Number of schools included in the research project

		Grade			Total
		Gymnasiums	Lyceums	Technical Schools	
District	Nicosia	23	12	3	38
	Limassol	13	9	2	24
	Larnaca	11	4	2	17
	Paphos	10	5	1	16
	Famacusta	3	2	2	7
Total		60	32	10	102

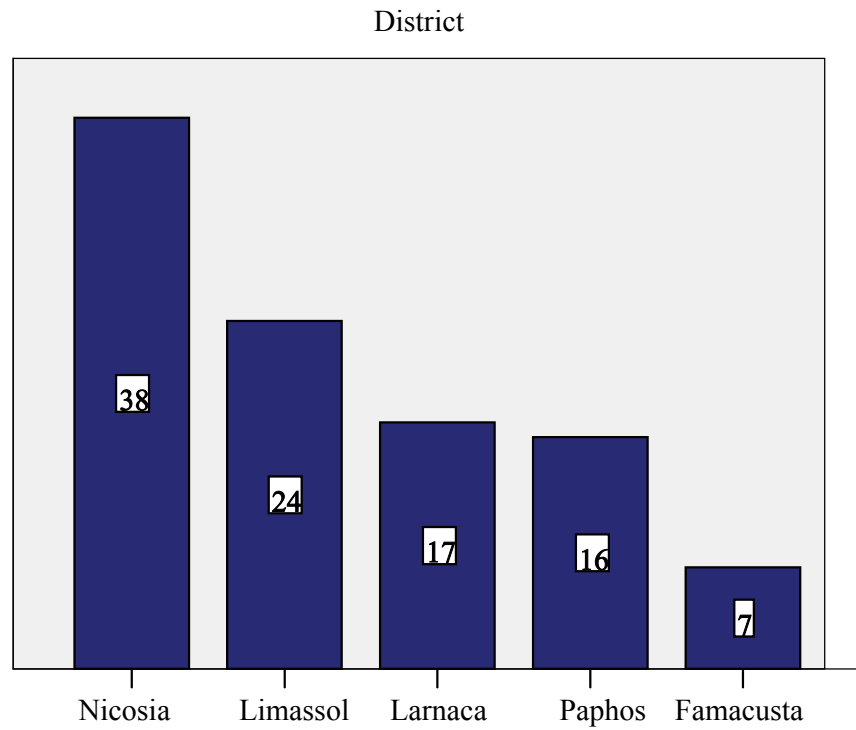
Graph 1

Number of Gymnasiums, Lyceus and Technical schools that were included in the research project for the prevalence of violence in schools



Graph2

Number of Schools by District



Based on the findings, Technical schools reported the most incidents of violent behavior in schools among all secondary schools. Verbal and physical abuse as well as bullying were violent behaviors that most often reported by the schools.

More serious delinquent behaviors like robberies, drug dealing and suicide attempts were least often reported by schools.

Verbal Abuse

Total number of incidents (Nationally) = 1516

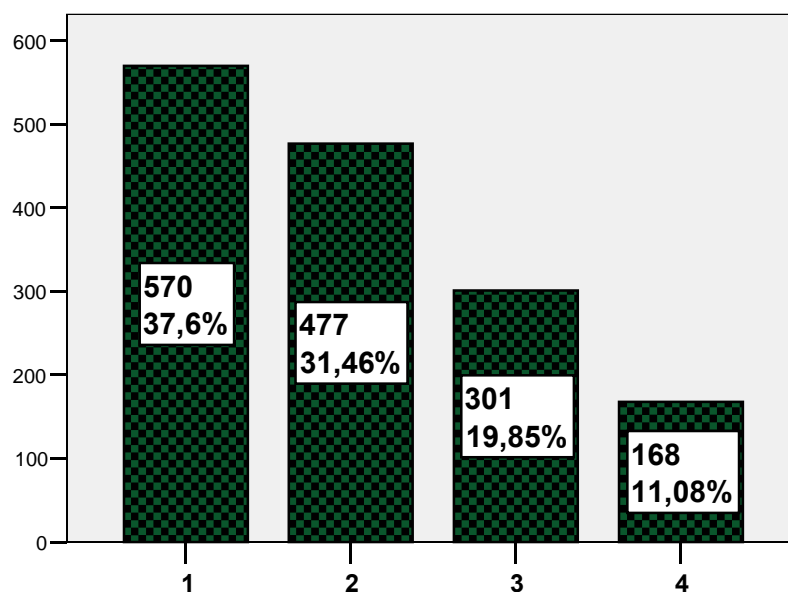
Incidents in 60 Gymnasiums = 853

Incidents in 32 Lyceums = 416

Incidents in 10 technical schools = 247

Severity of Incidents

(1 less serious behaviors - 4 more serious behaviors)



Physical Abuse (Without weapons)

Total number of incidents (Nationally) = 662

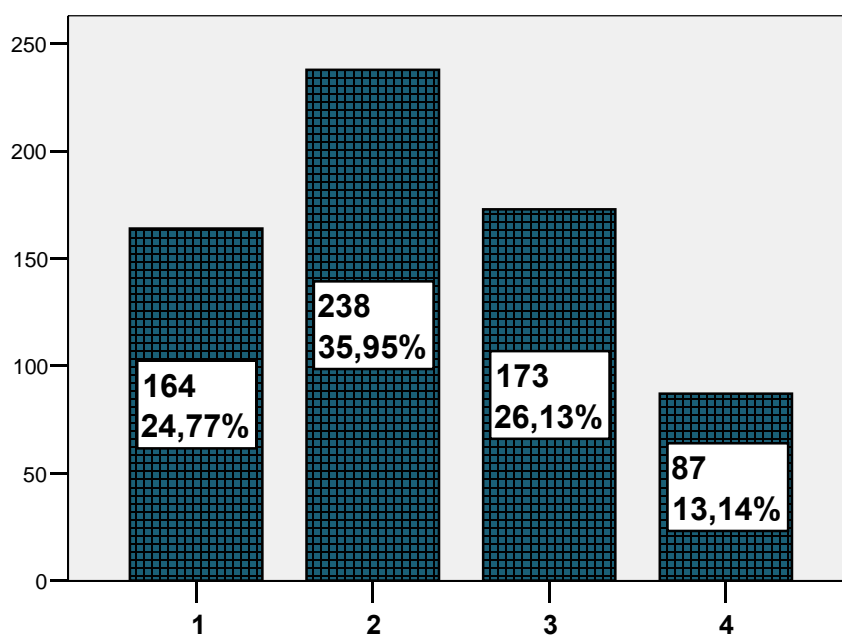
Incidents in 60 Gymnasiums = 481

Incidents in 32 Lyceums = 82

Incidents in 10 technical schools = 99

Severity of Incidents

(1 less serious behaviors - 4 more serious behaviors)



Bullying

Total number of incidents (Nationally) = 429

Incidents in 60 Gymnasiums = 285

Incidents in 32 Lyceums = 86

Incidents in 10 technical schools = 58

Severity of Incidents

(1 less serious behaviors - 4 more serious behaviors)

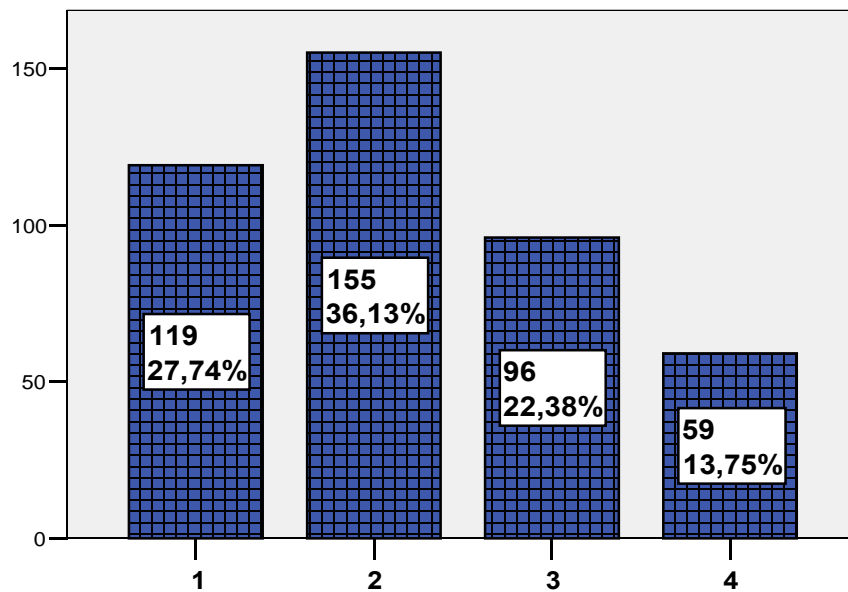


Table 2; Kind of violent behaviors that included in the questionnaire and reported by school

Behaviors
1) Verbal abuse
2) Physical violence (without weapons)
3) Bullying
4) Damage of school property
5) Damage of property
6) Physical abuse (with weapons)
7) Vandalism
8) Damage of buildings
9) Burglary
10) Assault (sexual)
11) Fire setting
12) Car damage
13) Carrying weapons
14) Theft from school
15) Self-destruction
16) Drug abuse and dealing
17) Suicide